





C. W. WILSON
Director Summer Term

The Training School Quarterly

VOL. IV

JULY, AUGUST, SEPTEMBER, 1917

No. 2

"It is of the utmost importance that American young men and women be given right ideals and right training. The responsibility rests on the teachers. The whole world is looking to the American teacher. If we are going wrong, the whole world will be led astray."

* * * * *

"It is as much a patriotic duty to educate as it is to produce."

* * * * *

"If I could get the ear of every American youth I would say, 'Go to school.' The world never needed educated young men and women as it will need them from now on."

* * * * *

"You are doing the greatest service when you are teaching." "You are doing your patriotic duty when you spend your money and time to equip yourself for better service as a teacher."

* * * * *

"Eliminate the schools, and a people revert to savagery."

* * * * *

"Remember you are rendering to humanity and the world the greatest service possible for you to render if you educate the coming generation."

* * * * *

"Educating is as important as fighting and farming."

—ROBERT HERRING WRIGHT.

The Patriotic Teacher

ROBERT HERRING WRIGHT

(An Address Delivered on Founders' Day)

"I firmly believe that the training of children is as important as furnishing food, or munitions, or as going out to fight in the trenches."

"It is good pedagogy to take hold where the student is interested, leading from that to something else; therefore I make no apology for talking about the war. Many of you are already personally interested now, and before long you will have brothers in France. I have been wondering if you know how big this war is."

President Wright then attempted to give his listeners some conception of the magnitude of the war. He asked them if they realized what it meant for one-half of the world to be at war, and gave them some concrete comparisons to enable them to grasp the vast sums of money it is costing. For example, he told them that enough money had already been spent to pave every railroad from the Atlantic to the Pacific with twenty-dollar gold pieces; that the United States had already appropriated enough to give every human being in the world four dollars apiece; that enough men are fighting to make four lines of soldiers, two steps apart, from the Atlantic to the Pacific.

All forces are now turned to the destruction of human beings and of wealth, he said. Many more people than in the whole of North Carolina have been killed, and many, many more than that have been wounded, and yet it costs \$15,000 to put one soldier out of commission. He portrayed some of the horrible destructive forces now used.

"If, when Governor Jarvis was a boy, some one had prophesied that two years after his death men would be fighting three miles in the heavens, on the earth, and in the earth to the depth of thirty or forty feet, and under the depths of the sea, he would have been called a wild, impractical dreamer; no one then could even dream of what we actually see and know today.

"America," he declared, "has taken the foremost position in the nations of the world. The world's capital is now Washington. If any prophet had dared predict that this would be true in the twentieth century he would have been considered an idle dreamer; any Englishman would have known he was a false prophet."

President Wright then gave a clear idea of America's place among the nations of the world, and proved his statement that Washington is the capital of the world politically and financially. "Delegations of the most distinguished men of the world, from the greatest nations of the world, gather there holding conferences, risking their lives by coming themselves instead of sending messages, coming to see what America will do. Does this not prove that Washington is the political center of the world?"

"It is the political center because ideas are radiating out in every direction. It is the banking center, the financial center, as America is lending money to the Allies and is feeding the world and fighting for the freedom of mankind freely and willingly. It took England two years to do what we did in two months, that is, to draft recruits for the army so that those who could best be spared would be taken and the others would be left at home."

He prophesied that there would be a unifying of religious beliefs and interests so that the Protestants and the Catholics will unite as Christians until there will be a world-wide Christian religion. "When the war is over there will be a new world politically, socially, financially, and religiously."

"Man will have more respect for his fellow-man; all distinctions will be shot to pieces; it will make no difference whether he hauls coal, runs a bank, is a minister, runs a train, has a little store at the cross-roads, is a rural mail-carrier, or what not, a man's a man. Honest people are going to rule the world; there will be a clear union of man to man, a clear union in the political world, and men will agree to disagree and still be friends, but Truth will be the center of all. The voice of the people will be the voice of God, and in the multitude of opinions Truth will be found.

"In the social changes the snob will be done away with; the man or woman who does things will count, and not the one who inherits rights and property. A new method of distribution will make a new nation financially. 'Love one another' will be the key to the new life."

Here Mr. Wright told a story of the trenches that showed that love was still alive among men, and that there would be friendly intercourse again when this horrible nightmare was gone. He put these questions to his audience, "What have you to do with it? What is your mission? You will be training the first generation that will try out the new ideas," he said. "What is your part in this industrial, commercial, religious center of the world? I firmly believe that the training of the children is as important as furnishing food, or munitions, or as going to fight in the trenches."

"The greatest era of change that has ever come over America is ahead of us; different conditions must be faced, and we must know how to

Trustees for the State

SENATOR F. C. HARDING,
Member of Executive Committee, Board of Trustees

THE North Carolina General Assembly of 1917 was conservative, progressive, and constructive: conservative, because it declared its faith in the conservation of existing educational and charitable institutions of the State; progressive, because it not only provided liberal support for the institutions already established, but created new institutions with a purpose and a plan to work out problems in new and untried fields for the uplift of humanity and the good of the State; constructive, because it did not hesitate to make an appropriation of three million dollars to the State's institutions, as a safe and sane foundation whereon they might begin to build for the future.

A three million dollar bond issue was not popular at first. It was suggested that those who favored it would never be returned to the General Assembly. The idea that the members of the General Assmby were not elected to legislate for their return, but for the purpose of legislating for the best interests of the State, soon prevailed, and, with the great majority, there was no hesitation. The appropriation of three million dollars was the State's investment in manhood and womanhood. A great State cannot exist without great men and great women, and the General Assembly of 1917 had absolute faith in the sanity and wisdom of the investment.

Of this amount, the East Carolina Teachers Training School will receive two hundred thousand dollars. There are two factors in the investment so far as this institution is concerned. First, the General Assembly has provided the money which carries with it larger opportunities. Second, what will the students of this institution do with the opportunity? The State invests two hundred housand dollars in the students of this institution, and the State expects a large return on the investment. Each student becomes a trustee of a fund and carries the fund in the form of higher efficiency in teaching ability to every student who comes under her teaching influence. Each student of this institution will probably train from thirty to forty pupils each year, within the borders of the State, most of you in rural schools. Through you, the State is giving opportunity to thousands of boys and girls out in the rural districts. One teacher, trained by the State, means better opportunity and higher training for a hundred boys and girls.

The town is not the salvation of the country. The rural district is the real bone and sinew of our great country. The great city of New York would retrograde within twenty years were it not for the new

blood and bone and sinew which flow into the great metropolis every year from the country, the rural district, the cross-roads and the country town.

The State expects large dividends from its investment in the rural school teacher. Out of this investment, the State will receive a million times more in the elevation of manhood and womanhood than can ever be counted in dollars and cents. We have an abiding faith in the trusteeship of the students of this institution, in carrying the effect of this investment to thousands of girls and boys in North Carolina, and we have an abiding faith in the splendid part they will play in the building of a larger State based on the broad foundation of Christian citizenship.

The Certification Law and the City Teacher

W. R. MILLS,
Superintendent Louisburg Schools

PUBLIC school teachers are just as human as any other class of public servants, and view with critical eyes any movement that will change their legal status. They are conservative, they are jealous of their privileges and jealous to defend themselves against any seeming injustice.

It is not to be wondered at, therefore, that the teachers in our city schools have been alarmed somewhat when the Legislature has said that all teachers, city as well as rural, must be certified by a State Board of Examiners. These teachers for years have enjoyed immunity from all academic and professional tests, except such as the local superintendent or local board might demand. In the majority of cases the teachers in the city schools have been compelled to stand no examination, have not been required to attend institutes or summer schools, and they have in many instances seen no reason why they should do any professional reading. In the majority of our city schools the only legal requirement for a position has been the ability to induce the majority of the members of the local school board to vote for the teacher. This made the city teacher feel that she had drawn a capital prize in the educational lottery.

But from the viewpoint of the best interests of the schools as a whole this has not been a blessing. It will be admitted that the city schools have been able to secure and retain the best trained teachers in the country, but there has been a tendency in many of our smaller towns and cities, and perhaps in some of the larger towns, for the teacher to take her immunity from examinations and other demands that are made on her rural sister as a sort of license to neglect her professional training. She is tempted to feel secure in her position through the influence of a kinsman or personal friend on the local board. The superintendent may try as earnestly as he will to induce her to make daily preparation for her work, to read professional books, and do other things that tend to make her more efficient, and she will not do it. There are dozens of superintendents in North Carolina who have had this experience with a teacher. It is admitted that the above is an extreme example of indifference, but it is a fact that this sort of thing frequently happens in this State. Our system of special charter schools with no legal qualification or standard for teachers is a vicious one and invites inefficiency. It tends to offer a haven of refuge for the unprofessional and nonprogressive teacher.



FACULTY AND COUNTY GROUPS



Digitized by the Internet Archive
in 2010 with funding from
Joyner Library, East Carolina University

The new certification law will remedy this. Henceforth we must all live up to the same legal requirements. No longer will there be in the public schools of this good State a sort of educational aristocracy, a privileged class. The State means to safeguard the interest of the child who has the good or bad fortune to live in a town or city, just as surely as it does the interest of the child of the humblest tenant farmer. The city teacher must think no longer that she is responsible only to the whims of the local board or the citizenship of the community in which she may be working. She must come to realize that she is a part of that larger enterprise that is set up by all the people of the State for the development of all the people of the State.

But the certification law will work no hardship on the city teacher, nor will it deprive her of one single legitimate privilege. On the other hand it will tend to improve her status. If she is a teacher worthy of the name, she knows that she is meeting unjust competition all the time under our present system. It does not put a premium on efficiency and frown down on inefficiency. Under the new law, the ambitious, conscientious, energetic teacher will not be rated with the teacher who is lacking in one or all of these qualities. The new law will in the course of a few years aid tremendously in the elimination of the unprofessional teacher, but this is a distinct service to the teacher who is striving to meet the demands that our modern life is making on the school.

In their recent bulletin, the State Board of Examiners have outlined their policy of certifying for one year all teachers now in service in our special charter schools. No teacher now in service in a city school will be expected to stand an examination this year, and it is quite probable that she will be given an opportunity to keep her certificate in force without examination on academic subjects. She will be expected to do a reasonable amount of professional work each year, but she can in no sense consider this a hardship. The inner law of the school—that felt need in human society that called the school into being—has made this demand on all of us from the beginning, but in too many instances we have ignored the call. Now those who heed this demand will be rewarded for their faithfulness, while those who take the opposite stand will quickly find themselves relegated to the walks of private life. We stand at the beginning of a new era in things educational in North Carolina. The well-trained teacher is to be encouraged to give her life to the work with the assurance that the State will protect her from unjust and ruinous competition. The certification law is her safeguard, and the city teacher should welcome it as an invitation to enter into a more stable and permanent relationship with the State and the community which she may be called to serve. It lifts the calling of the teacher to the level of a profession.

School Agriculture and Community Service

[Mr. Heald, from the United States Department of Agriculture, is working in collaboration with Mr. Hoover on the food problem. This is the plan outlined by him for making school agriculture count in a community. Ed.]

AT a time when our nation demands that each person do his utmost for the common cause of humanity, the rural school teacher is in a position to render a great service.

In connection with both agriculture and home-making, she should not be content with formal school courses, but should render all of her work applicable to the life and needs of her community.

It is evident that unless she is well informed as to conditions in the district, it will be entirely an accident if she renders any considerable service. If she becomes well informed about the farming and home conditions in her district, she can attack these problems intelligently. This leads us to infer that a community survey covering crops or animals may be one essential step in the process of teaching agriculture in the terms of farm life. (*Chart used as follows:*)

THE DISTRICT SURVEY

The Aims.

- To know the district.
- To obtain a basis for teaching agriculture.
- To interpret better statistics of State and Nation.
- To observe progress by successive surveys.
- To provide vital correlation material.

The Method.

- Prepare adequate lists of questions.
- Cover one phase of farming in each survey.
- Collect data from all farms. Use each pupil.
- Tabulate data by farms.
- Make a summary of tabulations.
- Make the survey data. District map.

Utilization as—

- Basis of class instruction.
- Problems, reports, and other correlations.
- Means of developing home projects.
- Entering wedge for community service.

Having obtained the information concerning the local farming, all the agriculture taught should be measured by three requirements:

1. Its local application.
2. Its seasonableness.
3. Its power to interest the pupils.

The most effective way to interest the pupil and to lay the basis of real community service is to have each pupil carry a home project. In fact, it would be wise for the pupil to carry both a plant and animal project through the year as the laboratory phase of the school agriculture.

The home farm is the most natural laboratory for the school in this respect, and nearly all the lessons on animal life might be woven about or applied in a pig project or a poultry project. In the same way a corn project might involve nearly all the lessons on the plant phases of agriculture.

The chart issued to develop the "Home Project" was as follows:

SCHOOL-HOME WORK IN AGRICULTURE

A Statement of Essentials

1. *A Plan* of home work to cover a more or less extended period of time.
2. *A Part* of school instruction in agriculture.
3. *A Problem* more or less new to the pupil.
4. *An Agreement* on the plan between parent, pupil, and teacher.
5. *Supervision* of home work by competent persons.
6. *Detailed Records* of time, method, cost, and income.
7. *A Report* based on record, submitted to teacher.

This is commonly called home-project, club-project, etc.

(Practicums are less extended exercises.)

This plan is developed in United States Department Bulletin No. 385 (price 5 cents).

With the proper selection of illustrative material while the class is on a field trip, and the proper use of practical exercises at school, the teacher may avoid the bookish type of course and render a real service to her community.

The teacher should not be ashamed to say, "I don't know," but in each case should seek for the information at the proper sources. The State College of Agriculture will furnish most of the information needed, and when an emergency problem arises the Extension Service will render valuable assistance.

Every teacher should know how to use the United States Department of Agriculture. Ask the Division of Publications to send you regularly the monthly lists of new publications and to put your name on the mailing list to receive the list of Farmers' Bulletins as frequently as it is revised.

Sign your name, give your proper address, and send to the United States Department of Agriculture, Washington, D. C.

Farmers' Bulletins may be obtained free, in limited numbers, from the same Division. Other bulletins are issued in limited editions, and

when the free edition is exhausted may be obtained at a small price from the Superintendent of Documents, Government Printing Office, Washington, D. C.

If any teacher writes about her own needs or problems, and addresses the Division of Agricultural Instruction, States Relations Service, United States Department Agriculture, her request will receive personal attention.

Outline of Lessons on Food Conservation

[These lessons sent out by Hoover as a course for Summer Schools, have been given at the Training School. Ed.]

I. Part 1. FOOD THE DECIDING FACTOR.

Part 2. HOOVER'S PLAN OF FOOD ADMINISTRATION:

Organization for food conservation.
Federal.
State.
Local.

II. FOOD CONSERVATION MEASURES.

Use of local foodstuffs.
Use of perishables.
Elimination of waste.
Conservation of wheat.
Conservation of fats, sugars, meats.
Preservation of perishable foods.
Adequate feeding for health.

III—IV. WHEAT CONSERVATION: Demonstrations of Emergency Breads.

V. CONSERVATION OF MEAT.

VI. CONSERVATION OF FATS AND SUGARS.

VII. FOOD PRESERVATION: Demonstration of Canning.

VIII. FOOD PRESERVATION: Demonstration of Drying.

IX. FUNDAMENTALS OF AN ADEQUATE DIET: Adults, Children, Infants.

X. METHODS OF ORGANIZING LOCAL GROUPS INTO A WORKING UNIT.

Geography in the Primary Grades

FANNIE MCPHAIL,
Supervisor Stevens County, Oklahoma

CHE subject of geography has been a long neglected one in considering the proper material to be incorporated in our daily programs for the primary grades. This neglect may come from various causes, but chief among them is probably the lack of a full appreciation of this subject in relation to other subjects that hold their place without question.

In the primary grades we must think of the study of geography without a text-book, for there is no true home geography text since each community has its own individual environments; but there are general geographical principles that may be applied anywhere. So each teacher must find her own material for the beginner, and plenty of it she will find, too, if she keeps her eyes open and possesses the resourcefulness which every primary teacher should possess.

Home geography is not a subject within itself, nor even a separate division of geography, but only a means of approach from the known to the unknown through the everyday experiences of the children. It is closely related to nature study, history and arithmetic, and forms a great center for language work.

The first lessons should be "talking lessons," in which the pupils, with the teacher, discuss the different things touching the life of that particular community. The distance to the nearest town, the roads and their condition, the necessity of good roads, the modes of travel, the means of transportation and communication, the relation of town and country, the marketed produce, reasons for trade, and the many other things that are part of the very existence of a people.

An intensive study of home products should be taken up. Cotton, for example, should be studied in its growth, the gathering, the ginning, and the marketing by the farmer. Then the cotton factories in different cities with their facilities for clothmaking prove interesting to children, particularly if the teacher has had an opportunity of visiting a factory and can give first-hand stories of cloth manufacture. And so with wheat and other native crops this cycle of trade may be traced, and the child will become more interested in the growing things around him if he knows something of their ultimate value. Many factories have arranged educational exhibits of their products in the different processes of manufacturing and are glad to send them out to schools to add interest to product study. In this day of conservation of food children should be taught more of the actual cost of things, and there is no better place to touch on the subject than in the home geography

lessons. The subject should not be dealt with too extensively, but only presented in a simple way that ties up with their everyday experiences.

Taking the school as the center of a community, a simple plan or map illustrating the schoolhouse and grounds could be made, giving the correct directions and relative location of all buildings and roads. Different neighboring farms should be located around this plan that the children may get a real bird's-eye view of their district. If the teacher has a kodak she may make an interesting booklet for display on the school reading table. She can get good snapshots of the school building and grounds, various views of children engaged in different games, and pictures of the farm homes of the community, emphasizing the best modern improvements in the locality. What farmer would not with pride pose for his picture before a new barn or standing beside a favorite fine horse, cow, or a drove of thoroughbred Poland Chinas; and the wife with her chickens, garden, or flowers? This booklet entitled, "Our Community," will be exhibited with pride at the county fair or school rally.

Primary children enjoy sand-table work and will enter into the building of mountains, valleys, rivers, plains, volcanoes, and other physical features of the earth's surface with as much zest and enthusiasm as they enter into their play. And it is play to them, the kind of educational play that should have a great place in our primary school.

Many of our supplementary readers contain stories of children of other lands, and from these stories may grow interesting lessons of the manners and customs of different people. How dear to a child's school life is the experience of representing Indian life, an Eskimo village, or a Japanese town on the sand table and connecting this construction work with their stories!

The making of booklets containing cut-out pictures taken from magazines or advertisements is another form of interesting construction work relative to geography. The pictures may represent phases of industrial life of our own country or views of the raising and manufacturing of many of our imported products. A first grade will enjoy making simple booklets and entitle them, "How We Travel," illustrated with pictures of horses, buggies, automobiles, bicycles, trains, boats, and airships; "What We Wear," with pictures of the cotton industry, wool production, and silk raising; or, "What We Eat," easily illustrated with various material taken from seed catalogues and other advertising sources.

In the third grade the study of the world from the globe may be profitably begun. A blackboard globe should be used in connection with the other globe that the children may learn to locate for themselves the great land and water bodies. This is better than the flat

surface map drawing which is often misleading to children and gives them no correct idea of the earth's shape.

Seasons, climate, and general local weather conditions can be discussed with primary children and they will become very observant when properly interested. If a thermometer is placed near the schoolroom and a daily record of temperature kept, a lively interest will be shown in comparing these reports.

Children should be encouraged to make observations of the moon and stars and report on them next day. If the teacher properly questions her pupils and gives them something definite to find, they will take eager interest in these things. The milky way, the big dipper, the clearest stars seen at different times, and the moon in its changes are subjects of interesting study. Children like to draw the shape of the moon they saw the night before, and compare it with the moon as previously seen.

To accomplish the best work in primary geography the teacher must be keen to see the many occasions in which this subject may be brought in incidentally, and make the material she uses really count for something in the children's lives.

Address before the Graduating Class

LIEUTENANT-GOVERNOR O. MAX GARDNER

LIUTENANT-GOVERNOR GARDNER took as his theme "Patriotic Womanhood." His address was embellished with stories and was expressed in a rich flow of language. At times he spoke with fire and zeal. He referred time and time again to the work of this institution and to the type of womanhood it is turning out. He called the school an "educational reservoir for young women, sending out its waters to water the land." He believed the teacher is the most privileged of all women except the mother. He referred to the early struggles of this school, and paid tribute to Governor Jarvis. He said he believed that this was the greatest piece of constructive work that great man ever did, and that this school expresses the best aims and aspirations of his life. This school is dedicated, he said, to the idea that man was commanded to eat his bread in the sweat of his brow, dedicated to the training of young women not only to work with their minds, but to labor with their hands. Men and women must work in order to make the most perfect manhood and womanhood. Wealth and prosperity of a nation are dependent on the labor of individuals; the old idea that was prevalent before the war has been worn threadbare and thrown away.

"A nation's prosperity is but the result of the individual's labor. This is the source of a nation's greatness and its revenue." The speaker here used the figure of speech comparing the course of this labor to a rill, broadening out until it enters the bosom of the ocean and becomes the bearer of the destiny of the world.

He emphasized the great significance of this wonderful period and the part women have to play in it. He briefly reviewed the advancement of womankind from the days when she was merely the "boss slave," through the first step, when she was elevated by the abandonment of the purchase of wives. She did not advance far in Hebrew history, or even in Greek history in the days of Homer. It has been the "irony of fate and the sarcasm of destiny" that the daughters of these women slaves have been equal and superior in the arts of civilization to men. He told a story in which was quoted the facetious remark, "man's first sleep became his last repose."

He here paid tribute to the mothers of the leaders of the world, and quoted Ruskin in praise of woman. He cited famous women of the world who have influenced men, thrones and dynasties, as Cleopatra, Joan of Arc, and Frances Willard. He warned his listeners against one fault that men and women are both guilty of, that is, severe judgment of human beings, criticism, prejudice, daring to reconstruct a

whole individual's reputation from a few scattered facts. He read a bit of fugitive verse, "Forget It," which contained timely admonition. He warned against what Dean Swift called a "wolfish woman."

He urged the young women of the class to be constructive rather than destructive forces. He referred to the seriousness of June 5, and said the supreme test was being made now as to whether or not a government for the people and by the people can exist; citizens of the State and the Nation are confronted with the problems that involve democracy, freedom, liberty, and equality. He reminded his North Carolina audience that the red blood of the same fathers as those with whom we shall fight, our allies, flows in our veins, and we must do our duty. North Carolina has ever been slow and conservative, and she has not been among the first to feel the impulse of patriotism, but when once aroused she has been irresistible.

"It is no time for any man or set of men to plan for their own profit without considering the cry of the nation and the distress of the times. We need to kindle the fires of patriotism and foster reverence for the flag." He spoke of this nation as the champion of the little nations; it is the symbol of liberty and equality, which means that only the people are sovereigns. "If there is any one who cannot honor it he should keep his mouth shut." He referred to the unexpectedness of the war and declared that he believed we entered it without passion. We had believed we had arrived at an age of eternal peace when we were caught in this furious seething turmoil, but he expressed the belief that good would somehow come out of it all, but that peace would not come until the sea is cleared and free for all. The United States is dedicated, he believes, to the cause of clearing the seas.

He expressed the hope that this class was filled with splendid impulse and broad hope, and with a desire to relieve the suffering and lighten the sorrow and load of care. Education is not complete unless ideas of service are deeply imbedded in each one.

The speech closed with a fine peroration calling blessings upon the heads of the young women who are going forth in the world.

How I Put Up Tomatoes in a Variety of Ways

ETHEL SMITH, CLASS OF '18

AFEW years ago when I was interested in the Girls' Tomato Club work, I was working faithfully and earnestly each day "To make the Best Better." I raised about twenty-seven bushels of tomatoes on one-tenth of an acre, which filled six hundred and twelve quart cans, and lost only eight quarts out of this number. I had such a quantity of nice tomatoes I was anxious to learn other ways of putting them up for home use. Our superintendent suggested that we, the girls in our club, as a group, try for the State prize offered to the club girl who had an exhibit of tomatoes put up in the greatest variety of ways. He told us if there was a prize offered at the Pitt County fair we could use the same exhibit again. Three of us worked faithfully, getting up our exhibit for the fair. It was fun hunting through many cook books, magazines, and papers to find recipes for tomatoes.

It required thought and work to get up the exhibit, but it was a pleasure to me to try out the different recipes. If I found one that was especially good I made enough for home use. I made only a pint jar of each kind for the exhibit. The exhibit was made very attractive, by labeling each jar; then the recipe of each thing was attached to it.

Much to my delight and surprise, I was successful in putting up thirty-two different varieties, the second girl put up sixteen, and the third twelve. We three, as a group, won the State prize for the best county exhibit. I won a prize of six dollars at the county fair for the largest number of ways of putting up tomatoes. I was very proud of my success and felt that I was well repaid for my summer's work.

The following is a list of a few of the thirty-two things I had success with: Two kinds of "Ripe Tomato Marmalade," "Green Tomato Marmalade," two different kinds of "Chili Sauce," "Green Tomato Sauce," "Green Tomato Soy," "Tomato Catsup," "Tomato Catsup with Vinegar," "Tomato Butter," two kinds of "Chopped Pickle," "Ripe Tomato Pickle," "Green Tomato Pickle," "Ripe Tomato Preserves," "Green Tomato Preserves," "Tomato Honey," "Sweet Pickle Tomato," "Tomato Relish," and "Chow-chow."

After the fair I brought the goods I had on exhibit home and we used them for the table; many of them added greatly to our lunches to take to school. So all the family enjoyed the results of my work, and in using the exhibit in this way I found out which ones people liked best, or at least which ones my family liked best. I was glad to know this so I could put up a larger quantity of these particular kinds for

home use another year. I passed a number of these recipes on to neighbors and to people at a distance, at their request.

Following are a few of the recipes that were popular:

RIPE TOMATO MARMALADE.

Pare and slice two quarts of ripe tomatoes; remove the peeling from two large lemons and cut the pulp fine, taking out all seeds; add two pounds of granulated sugar and one-half cup of seeded raisins; put into a preserving kettle and cook slowly until thick (from 2 to 3 hours usually required); put into small jars or glasses and cover with melted paraffine.

SWEET PICKLED TOMATO

Take green tomatoes and slice them; put them in a tub, sprinkling each layer slightly with salt, and let them stand over night. Next morning wash them until they taste fresh, and drain them. To 10 pounds of tomatoes add 5 pounds of sugar, 5 dozen cloves, 2 ounces of cinnamon, 1 tablespoonful of mace, 1 heaping teaspoonful of salt, $\frac{1}{2}$ gallon of vinegar, and boil all together for two hours.

GREEN TOMATO SAUCE

Slice 4 gallons of green tomatoes; put in 3 tablespoonfuls of best English mustard, 3 gi. of mustard seed, 2 spoonfuls of pepper, 3 of salt, 1 of allspice, 1 teaspoonful of cloves, 1 pint of chopped onions, 1 quart of sugar, 5 pints of vinegar, $\frac{1}{2}$ teacup of celery seed, boil two hours.

TOMATO CATSUP WITH VINEGAR

Put 1 peck of ripe tomatoes in a porcelain kettle, cut up in quarters; add 1 pint of cider vinegar, 1 teacup of sugar, 1 gi. of mustard seed, 1 teaspoonful of black pepper, 1 teaspoonful of salt, 1 blade of mace, 1 dozen grains of cloves and 2 dozen of allspice. Boil all an hour and strain through a colander. Bottle when cold and cork tight.

Commencement of 1917

Sunday, June 3, 11:00 a. m.—Commencement Sermon, Dr. T. W. O'Kelley,
Raleigh, N. C.
8:30 p. m.—Y. W. C. A. Sermon, Rev. F. Swindell Love,
Aberdeen, N. C.

Monday, June 4, 6:00 p. m.—Class Day Exercises.
9:00 p. m.—Music Recital.

Tuesday, June 5, 10:00 a. m.—Meeting of the Board of Trustees.
Meeting of Alumnæ Association.
8:00 p. m.—Alumnæ Dinner.

Wednesday, June 6, 10:30 a. m.—Address, Lieut.-Gov. O. Max Gardner.
11:30 a. m.—Graduating Exercises.

Prayer	Rev. J. M. Daniel
"Gloria"	Mozart
Scripture Lesson	
"List! The Cherubic Host!".....	Gaul
Announcements	
Annual Commencement Sermon,.....	Dr. T. W. O'Kelley
"Oh, for the Wings of a Dove!".....	Mendelssohn
	Benediction

SERVICE OF YOUNG WOMEN'S CHRISTIAN ASSOCIATION, 8:30 P. M.

"Prelude"	Porter
"The Lord is My Shepherd"	Smart
"Prayer"—For Soprano	Heller
Scripture Lesson	
Hymn—"Now the Day is Over"	
Prayer	Rev. J. J. Walker
"Lift Thine Eyes"	Mendelssohn
Sermon	Rev. F. Swindell Love
"Pilgrims' Chorus"	Wagner
Benediction	

Commencement Sermon

DR. T. W. O'KELLEY

The two sermons at the Training School were remarkably appropriate and strong sermons. The chorus singing by the students under the direction of Miss Muffy, was beautiful. There were no services at the churches, so that the people of the town could have an opportunity of hearing the commencement preachers.

The Commencement Sermon was preached by Dr. T. W. O'Kelley, pastor of the First Baptist Church of Raleigh. It was an earnest, serious and, at times, an impassioned appeal to the listeners to live worthy lives to their uttermost. It was singularly appropriate to the young women who are going out in life just at this crisis in national affairs.

The text was Romans 1:15, "So much as in me is, I am ready to preach the gospel to you in Rome." The first of this text should be the motto of every man who wishes to live a full, enthusiastic, serviceable life, giving himself to the full limit of his powers, not only to those around him, but to the cause of humanity.

Dr. O'Kelley said each one should check himself up frequently to see that none of his powers are going to waste, and there should not be one who is doing less than he has the ability to do. He cited Paul as an example of one who gave himself fully, at the beginning, on the journey of life, and at the close; he balked at no task or embarrassment; he lived far from Rome, yet heeded the call to Rome. He urged his listeners to translate the truths found in the life of Paul into their own lives, and depend upon divine inspiration as Paul did.

Dr. O'Kelley declared that, if each one lived a large, full life, with frequently renewed spirit and determination, success would be with him, and no failure would be possible: nothing is impossible, nothing in vain if God is in the task. God has made all things for use, there is no waste in His plans; hence there is no place for the lazy, the indifferent, the unworthy. He illustrated this point by the sun, which through the ages continues to give out heat and light and to do its work for all its system as if it had not been expending its powers. Those who use their powers to the fullest find that they are not diminished, for as the limit is almost reached the horizon broadens until man is amazed at what he can do, and accomplishes what seems at first the impossible. "God meant for us to be everlastingly on our mettle."

He avowed that all wisdom, skill, and strength were needed now at this awful hour; the world needs full powers, the best we can give, and there is something even the weakest and the most poorly equipped can give for our land and for the nations whose causes have become ours; no man or woman can get the consent of his mind to settle down to a life of ease now. The Government is calling for each to do a part: the women can do Red Cross work, can conserve the forces in the home and can help with the food problem; the young men are called on to work on the farms, in the munition factories, and called to the training camps, and, perhaps finally, to the trenches; each has a contribution to give. "To be living in such a great and awful time is sublime;" each has a chance to do a little bit in Christ's name, for the uplift of the people and for the Government.

The preacher warned his listeners against the satisfying feeling that one is doing something for the people near to him, taking care of himself and those around him, and called attention to the example of Paul, who, although a long ways from Rome, felt under obligations to the men of Rome. The one great truth Dr. O'Kelley wished to lay upon the hearts of all who heard him was this: Each one is under obligations

to the people he has never seen as well as to those whom he knows and loves, to lay himself utterly upon the altar of service; the only worthy obligation is through Christ. He cited the great utterance of Hoover, the Food Commissioner, who has said the only justification of a rich man was that he became the trustee, and declared that we are the trustees of our powers to use them for the good of the world, with new zest, new speed, and new strength. He illustrated this by using the parable of the talents.

God is settling with the nations because we have used material things for misappropriation. When we attempt to do our part we should be convinced that the purpose is of infinite importance, and we should become willing to let God work through us for the accomplishment of the purpose. If each one will see which way God is going and put himself in touch with God, he can learn what God wants him to do; when he shows an unselfish life and pursues his mission there will be no evening shadows.

At the close he commended to all the motto: "Live to the fullest." The cry comes now for the children to be fed, and for the world to be reconstructed; the liberties of the world are being endangered, and many are in darkness and despair who need to see the light. Therefore the call is for greater strength, broader visions, until the great day when wars shall be no more. The big purpose of all should be to bring the world into fellowship with God.

Y. W. C. A. Sermon

Rev. F. Swindell Love, pastor of the Methodist Church of Aberdeen, and the recently elected president of Louisburg College, preached the sermon before the Young Women's Christian Association.

President Wright, in his introductory remarks, said that the school had been a factor in the educational life for eight years, and that the Y. W. C. A. had been a factor in the Training School for eight years. He expressed his pride in the religious life in the school from the beginning. This year, he said, had been an excellent year in the Association and in its work in the school.

The sermon was a strong, clear, logical development of the infinite, unrealized possibilities of the human soul and of human beings. He contrasted the "is" and the "might be," taking his text from two sections of the Bible; one from Exodus 14 and 15, the story of the children of Israel just before they crossed the Red Sea, before the way was opened to them; the words quoted were: "Speak to the whole army of Israel"; the other was from Revelations 3:8, "Behold I have set before you an open door that no man can shut." He began by contrasting the two scenes, one near the dawn of history and the other at the close of sacred

history. One gives a picture of life as it is, and the other gives a glimpse of the unrealized possibility of life.

He began by saying that in the individual life, in the State, and in religion there is something inherent in people that makes them wish to leave things as they are; but there is a force in every individual who thinks that is dynamic, vital, that ever is moving in the arrangement or direction of life's forces. Yet we are forever attempting to reach the ultimate—in creeds, for instance. "Constitutions in themselves become the greatest enemy of progress." Those things that have challenged the best mental powers of the world, men look at as things that must not be touched, and the man who dares to lay hands on the established must pay dearly for it, and often with his life.

In religious life, he said, one age brings new insight, new life, new faith, and new incentives for personal religion, but even Luther turned against the men who dared go one step further than he went; many look with horror upon any one who dares touch what Wesley, Calvin, or Knox stood for. Men of power and daring must be bold and ready to strike the shackles from man. The horizon is widened and a new world opened up to the man who dares. The world lures without revealing. There is nothing so alluring as the unknown.

To the woman of today there is a new world that calls for a new faith, a new power, a new training, a new courage, that comes with experiment and endeavor. The authority of the church and the State are broken, the old power of the priesthood has passed away, and the individual is assured that there is no one between him and God. There is no limit to life; while there is merit in the larger freedom there are some laws we must always face.

He said that the boat on the sea might be a greater significance than the sea itself, as the ideas that fill the soul is of greater significance than what you are. That is the divine. He declared that no creed is fit for a people who have adopted the creed of evolution.

Each one must dedicate himself to some great end. Buoyant faith and the determination to make sacrifices for that faith enable people to dare to face life.

The attitude of men is not material, but each should be true to his own soul and listen to the voice that calls one to the larger things of life. There is no time today for men who are old while still young in years, and for women who have lived their lives and become settled in ruts before they are twenty-five. It is a time when men dare to do and be all things.

He closed with the admonition, "Be wooed of the impossible, fear not to dare, be courageous in every conflict, and to him that overcometh I will give him to eat of the tree of life in the Paradise of God."

Class Day Exercises

CLASS OFFICERS

President .....	.....	Lucile Bulluck
Vice-President .....	.....	Sue Walston
Secretary .....	.....	Wita Bond
Treasurer .....	.....	Ethel Perry

Motto:—“*Esse Quam Videri.*”Colors:—*Yale Blue and White.*Flower:—*Ragged Robin.*

PROGRAM

Star Spangled Banner—School.

Welcome Address.

I. RETROSPECTION

Class History.

Folk Dance.

Reminiscences of Senior Year.

II. INTROSPECTION

“It’s Good to be a Senior.”

“Tantoli.”

III. PROSPECTION

Prophecy.

“When We Leave the Training School.”

Last Will and Testament.

“Some Day We’ll Wander Back Again.”

Presentation of Gift.

1917 Class Song.

Monday afternoon the Senior Class held their Class Day exercises on the west side of the campus, on an improvised stage under the trees. Although some of the wit and fun was intelligible only to the school, the audience could enter into most of it.

From the moment the line of girls dressed in white, bearing their class banners and wearing their class colors, came in sight, until the end of the program, the class had the undivided attention of the audience.

The “A,” or first-year Academic Class, led the line. All of the other classes followed and left an open lane for the Seniors to march down. After the Seniors had taken their places on the stage the classes ranged themselves on the hillside, one on one side and two on the other facing each other. The whole school sang “The Star Spangled Banner.”

Miss Lucile Bulluck, the president of the class, delivered the address of welcome. She gracefully expressed the pleasure of the class in greeting their friends, and gave some idea of what the class stood for.

The program was divided into three parts: Retrospection, Introspection, and Prospection.

Miss Ophelia O’Brian read the class history reviewing the activities and interests of the class for the past four years. It was noticeable that



COUNTY GROUPS

the class had led in athletics. They have had the loving cup for basketball for two years and it is the first class that has held the two cups for athletics. They won the cup this year for general athletics. The few minutes given to the past, living again the events of the school life that make it interesting to the students, were thoroughly enjoyed, especially by the class. A beautiful folk dance, "Green Sleeves," was a feature of this part of the program. This dance was given by the class of '17 in their Junior year, hence the place in the retrospection.

Miss Ruth Spivey then gave "Reminiscences of the Senior Year." She proved that the class had been busy with things not in the curriculum nor on the schedule. Many of the hits and sallies of wit were greeted with tumultuous applause by the other classes, especially by the "sister classes."

The class sang "It's Good to be a Senior" as a part of "Introspection." The dance, "Tantoli," danced by young ladies dressed in white and having draperies of the colors of the rainbow, was poetic and charming.

"Prospection" began with the prophecy. This was presented in very clever style. Miss Nannie Mack Brown, the prophet, introduced a series of moving picture scenes supposed to be thrown on the screen eight years from now. In the "Movies" she saw the various members of the class about their various activities. As she recalled each one they passed across the stage, stopping for pantomime long enough to show what they were doing. Some of the hits were exceedingly clever, and judging from the applause from the students, must have been somewhat according to the reputation of each girl.

The song "When We Leave the Training School" was especially appropriate after the prophecy.

Miss Ola Carawan read the Last Will and Testament. The bequests to members of the faculty, the other classes in the school and to the members of the class called forth repeatedly applause from the school.

"Some Day We'll Wander Back Again" was sung after this.

The last thing on the program, except the singing of the class song, was the really big thing that the class has been working for, the gift to the school.

Four hundred dollars was left as the gift of the class to swell the loan fund for needy students. This is the largest gift that has ever been left by a class to this fund, and the class deserves great credit for their untiring efforts in raising this amount. The proceeds from the play, "The Rivals," made the bulk of the amount, but the class has been on the alert for every opportunity to add to this. President Wright, in accepting the gift, called attention to the fact that this was the largest class in the history of the school, and that they had given by far the largest amount any class had ever given.

The Recital

The eighth Annual Commencement Recital was a success in every way. The program was largely of modern music and the musicians proved that they understood the spirit that modern music expresses. Each one on the program played well, with excellent technique and sympathetic interpretation. It would be difficult to pick out the favorites of those who played. The singers, Misses Suther, Ballance, White, and McGlohon delighted the audience. The teachers of the Music Department, Misses Hill, Sherman, Wilson, and Muffly are to be congratulated on the impression their pupils made.

PROGRAM

PART ONE

Bizet	Minuet from L'Arlesienne
	Nannie Mack Brown, Loretta Joyner
Heller	Andante in D Min. op. 47 No. 10
	.....Curious Story
	Bess Tillitt
Cadman	At Dawning
	Jennie McGlohon
Nevin	A Shepherd's Tale
	Ophelia O'Brian
Bohm	A Fanfare, Military Rondo
	Elizabeth Speir, Leona Tucker
Woodman	In a Garden
Neidlinger	The Rose in the Garden
	Virginia Suther
Liszt	Canzonetta del Salvato Rosa
	Louise Croom
Whepley	Minuet in A flat
	Agnes Hunt
Godard	Lullaby from Jocelyn
	Chorus by Junior Class

PART TWO

Durand	Chaconne for two Pianos
	Louise Croom, Agnes Hunt
Chaminade	The Flatterer
	Nannie Mack Brown
Cadman	I Hear a Thrush at Eve
Rogers	A Love Note } For Soprano
	Neta White
Mozart	Minuet from Symphony in E flat
	Lou Ellen Dupree, Norma Dupree
Dvorak	On The Holy Mount
	Lou Ellen Dupree
Boyle	Morning
	Elizabeth Speir
Rogers	Star of Me }
Rogers	The Wind Song } For Soprano
	Lula Ballance
Wrede	Mazurka
	Sallie Best, Ethel Smith

Alumnae Dinner

The Alumnae dinner this year was one of the most brilliant affairs of the kind ever given at the school. There were over a hundred graduates of the school present, including the class just admitted to the Association, several members of the Board of Trustees, and the faculty and officers of the institution.

Miss Estelle Greene, president of the Alumnae, was toastmaster, and presided graciously, introducing the different speakers of the evening in a graceful manner. The dining hall was beautifully decorated in red, white and blue flowers and in flags. Red and white were the predominating colors in the menu. The groups were arranged according to classes, all those of each class sitting together with their class adviser or with a representative from the faculty, and the speakers, guests of honor, and other faculty members were at the tables in the center.

There was not the care-free atmosphere that has characterized these gatherings in the years past, but the enjoyment was deep and the young women perhaps felt more clearly drawn to each other because of the crisis through which the country is passing and of the troubles through which their brothers are passing.

The dinner was prepared under the direction of Miss Martha Armstrong, teacher of Domestic Science. It was served by thirty members of the Junior Class.

It is interesting to note that several items on the menu were raised by the Seniors in their gardens; these were beets, turnips, and lettuce. The strawberries were picked from the school patch by members of the Y. W. C. A.

Miss Greene first welcomed the new members into the association, and Miss Ruth Spivey responded for the class in a very happy manner. Mrs. Eula Proctor Greathouse, of the class of 1912, told something of what the Alumnae had done in the six years of its history, what it wished to do, and gave some interesting statistics about the class. She announced that they had raised \$341 on the swimming pool, and Mr. Wright assured them that they could swim in their own pool before much longer. She told the Alumnae she thought it was time they were doing something for the Training School to pay for what they had received from the school, that was why they were working so hard for this.

Miss Blanche Lancaster, for the Class of 1914, was called upon to give some of her experience. She told the girls that she had taught in a school that had been conscious of the war from the beginning, as she had taught in Smithfield with a Belgian, Mr. Vermont, and they had fought and suffered with him. She has been teaching in Kinston for the past year and spoke very highly of her work and the town.

Miss Alice Herring, of the Class of 1916, told in a sprightly manner of her various experiences teaching in the mountains, near Hendersonville. She told well the story of the first whipping she had to give because she had threatened a little fellow. Her advice to the girls just starting out was, "Just smile, and keep on smiling, no matter what happens, and all will come out right."

Miss Ernestine Forbes, for the class of 1915, responded to the toast, "Doing Our Bit." The classes of 1911 and 1913 were not represented.

Between toasts the different classes sang their songs. When President Wright was called on the whole crowd rose and sang a toast to the Training School and to President Wright. He then arose and told the girls the news of the school which was of interest to them. They greeted with enthusiasm his announcement of the \$200,000 and what could be done with this fund through the six years of building. He called their attention to the campus and the work of the societies in planting it in shrubs and plants. He reminded them that they were never strangers, "once a Training School girl, always a Training School girl." "If she is a Training School girl you will know her because her life is beating in unison with your soul, your purposes and ideals are one, and you are not strangers."

Dr. Laughinghouse was next called on and he paid a high tribute to the girls of the Training School. He said that he went into the homes and lives of the people, even into their closets and kitchens, and he often found improvement, more sanitary management, and civilizing influences emanating from the Training School girls who were teaching in the communities. He declared that the school was doing in the county what no other force could do. He told the story of one old man who was getting a rich, full life in his old age just because his grand-daughter had been off to school and had become a teacher.

Mr. Underwood was called on from the faculty. He told a story that amused the audience.

Mr. F. C. Harding was called on from the Board of Trustees, and responded by reminding the happy group of the serious condition of the country and of what the stars and stripes were meaning today. He said that the solution of the greatest problems that the world has to face is in the hands of the women of the class represented here. Now, when the sovereignty of the home has yielded place to the sovereignty of the community, the teachers yield a power such as teachers have never had before. "It is theirs to be the guardians of the liberty and of the real freedom, theirs to have a place in the rebuilding of nations and governments." He predicted that the time must come

when there would be an international supreme court to settle affairs between nations.

[The report of the business meeting of the Alumnae Association appears in the Alumnae Department.]

Commencement Day

ORDER OF EXERCISES

Prayer—Rev. William H. Moore

Chorus—American Hymn—Keller

Spring Song—Mendelssohn—Miss Lou Ellen Dupree

Chorus—I Would That My Love—Mendelssohn

Address—Hon. O. Max Gardner

Chorus—Carolina

Glee Club—Old Kentucky Home—Foster

Presentation of Diplomas and Bibles

Announcements

America

Benediction

June 6 was Commencement Day at the Training School, and the day belonged to the forty-eight young women who were granted diplomas. A large crowd had gathered in the auditorium before 10:30 a. m., when the Senior Class led the way, followed by the entire student body. The graduating class sat on the stage and back of them were grouped the members of the chorus.

President Wright, in his introduction, paid high tribute to the speaker of the day, Lieutenant-Governor O. Max Gardner. He reminded the audience that he was the youngest Lieutenant-Governor the State has ever had, and that his party nominated him without opposition. He expressed great pleasure in having present a son of North Carolina whom North Carolina loves to honor and one who stands for the highest things in civilization, and has made a splendid record and has a brilliant future before him. He spoke of him as one who loves this institution and who loves the little children of the State. He referred to the fact that last fall when both the acting Governor and the Governor-elect could not be present on Governor's night at the Teachers Assembly Lieutenant-Governor Gardner came to the rescue and represented the State and introduced the Governor of Pennsylvania. He then determined to have him come to this school as soon as he could get him.

[The address appears elsewhere in this issue of the QUARTERLY.]

At the close of the address President Wright delivered Bibles and Diplomas to the forty-eight young women in the graduating class:

Agnes Absher	Surry County
Effie Mae Baugham	Northampton County
Jessie Adelia Bishop	Wilson County
Wita Avis Bond	Bertie County

Myrtle Elizabeth Brendle	Haywood County
Nannie Mack Brown	Edgecombe County
Gladys Lucile Bulluck	Edgecombe County
Mary Ola Carawan	Pamlico County
Mary Vivian Case	Greene County
Bessie Mae Cason	Pitt County
Amelia Blount Clark	Bertie County
Ada Myrtle Credle	Hyde County
Mary Theresa Cowell	Pitt County
Alavia Katie Cox	Onslow County
Hannah Cuthrell	Beaufort County
Lou Ellen Dupree	Pitt County
Juliana Elliott	Perquimans County
Sallie Franck	Onslow County
Helen Finetta Gardner	Warren County
Fannie Grant	Northampton County
Musa Perry Harris	Franklin County
Flora Ellen Hutchins	Yadkin County
Christina Johnston	Robeson County
Hallie Blanche Jones	Granville County
Mattie Loretta Joyner	Northampton County
Viola Kilpatrick	Pitt County
Myrtle Alice Lamb	Perquimans County
Ruth Lowder	Onslow County
Elizabeth Mercer	Edgecombe County
Jennie McGlohon	Pitt County
Esther McNeill	Robeson County
Ophelia Mae O'Brian	Granville County
Martha Elvin O'Neal	Hyde County
Ethel Grover Perry	Franklin County
Barbara Blanche Satterthwaite	Beaufort County
Annie Mae Sawyer	Beaufort County
Virginia Bascom Sledge	Edgecombe County
Fannie Lee Speir	Pitt County
Ruth Lee Spivey	Perquimans County
Lizzie Mabel Stewart	Nash County
Virginia Young Suther	Wayne County
Jennie Palmer Taylor	Lenoir County
Agnes Humphrey Thompson	Onslow County
Leona Pearle Tucker	Pitt County
Lillie Mae Whitehead	Durham County
Sue Walston	Edgecombe County
Emma Mary Wooten	Wake County
Annie Vermelle Worthington	Pitt County

President Wright made the announcement that this class had left a loan fund for needy students, and told the audience that this meant work and sacrifice on the part of these students. The one-year professional class for 1917 left \$15 to the Loan Fund.

President Wright announced that the Board of Trustees decided to add another story to the Model School, thus making room for eight grades, and announced that the arrangements were practically complete

for a three-teacher country school for observation and teaching purposes.

The audience arose and sang with the students, "America." The benediction was pronounced by Rev. W. H. Moore.

The following nineteen students received the school's certificate:

Menky Batchelor	Mary Belle Maxwell
Luna May Clapp	Viola Pate
Annie Elizabeth Clark	Tempie Towns Patterson
Lucile May Clements	Myrtle Fay Pinkham
Sallie Josephine Daniels	Bessie Sessions
Kate Darden	Daisy Lee Smith
Maggie Louise Farless	Elma Southerland
Georgia Estelle Jones	Dulcie Tharrington
Lettie Lee Leonard	Martha Eleanor Uzzell
Hallie Maude Marston	

Boys Eager to Learn How

From The Chicago Evening Post

Writing in the Nineteenth Century, an English school teacher reports an extraordinary intellectual stimulus as the effect of the war on his pupils. The strange phenomenon must somewhat mitigate for him the horror of Europe's tragedy. The sudden conversion of the indolent and indifferent schoolboy into an alert, eager student is enough to make glad the heart of any drudging master.

And this is what has happened, according to the writer's story. There has been a remarkable revival of interest in literary and debating societies. Affairs of the day are discussed with ardor, backed by such study of history and geography as was never before known. The composing of themes, stories and poems occupies much of the juvenile leisure. The teacher finds himself besieged by eager youths seeking advice and criticism for their literary efforts. Most amazing of all has been the effect of this revival on the trade of the tuck shops. Readers of English school stories such as "Stalky & Co.," will recall the large part the tuck shop played in the life of the average boy. His allowance flowed into its till in exchange for pop, pork pies, and pastry. When ready cash was exhausted he mortgaged his future or pledged his most treasured possessions to satisfy his appetite.

But we are assured that many of the sixpences and shillings that the tuck shop counted upon without fear of rival are now being invested in—all things—poetry. Think of the average British schoolboy—or any other, for that matter—voluntarily spending his limited income on poetry. We direct the attention of Mr. Llewellyn Jones to this miracle. We feel that justice to it can be done only by such a pen as his. With less expert appreciation of its significance, we merely venture the belief that here is real hope for the days that will follow the war.

Of course, the schoolboy is tremendously interested in military matters, and there is much drilling and maneuvering, much working out of strategy and many sham battles that are at times sanguinary. This was to be expected. It is merely the intensifying of the normal, with an added spirit of seriousness that gives its higher meaning. But that it should be accompanied by a quickening of literary interest and an appetite for poetry rather than pork pies surprises us with a sense of distinct encouragement.

The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF THE EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: \$1.00 a year. 25 cents single copy.

FACULTY EDITOR.....MAMIE E. JENKINS
ALUMNÆ EDITOR.....BETTIE SPENCER

STUDENT EDITORS.

SUMMER ASSISTANTS.

BERNIE ALLEN

MATTIE BRIGHT

Summer Business Manager, ELIZABETH BAKER.

VOL. IV

JULY, AUGUST, SEPTEMBER

No. 2

Summer Teaching Far Reaching

A summer school made up of teachers fresh from the schoolroom, who become students for a few weeks for the purpose of getting ideas, or for a new outlook, or a point of view, or who wish to measure themselves by others, is a place where any one, teacher or student or visitor, can get inspiration. It is an inspiration to the teacher, but an inspiration that carries with it a responsibility. The students here this summer come from almost half a hundred counties, and will carry back what they get here to approximately three hundred communities, and that means twenty-five children, at least, in each community. A little figuring will show what a wide influence a summer school has, especially when one considers that every school is now the center of the community and every one in the community is touched by the teacher.

Return to Old Time Arts

The old arts are coming back with many new ones modeled on the old. The primitive arts are genuine, sincere. A nation should never get far away from them. When the middle-aged folk were children their summers were not all play. The elder folk urged them to peel fruit for drying. After all was "put up" in preserves, pickles, cans, the remainder was not wasted. It was spread on the drying boards, or put in brine, or stored in some form. Every meat skin was saved for the soap pot, and even the grease from the edge of the dish-pan was scraped off and

put into the gourd for the soap. The economy our people had to practice during the Civil War was in vogue. Then came a period of prodigality. Factory soap, factory canned goods, "evaporated" fruit, released the country boy and girl so that they could go joy riding in the wonderful new plaything, the automobile. This new-found, irresponsible freedom naturally went to the heads. The big farms of the west and the factories had become the ravens that were feeding us. Now these ravens have warned us that they cannot keep it up. We are finding that these carefree girls and boys are, after all, the children and grandchildren of those who saved and worked, and they will rise to the emergency and feed not only themselves, but the world that needs food. Thanks be, there are still enough who know the old arts to teach the younger people!

**Sewing
Lessons
Through Red
Cross Work**

Get the men in the community to contribute the money for the material for Red Cross sewing, get the women together for sewing bees and have them teach the girls how to make the garments. Get in touch with the Red Cross Association nearest to you, and promise to furnish them so many garments. They will be glad to instruct a few leaders in the exact way it should be done. Do not think because you cannot furnish a whole box from your community that you can do nothing. Get the older ladies to get out the rusting knitting needles and teach the girls how to knit. Do not spend the time on knitting socks now; the call is for the old-fashioned wristlet, for scarfs, and sweaters. Socks can be made by machines. The grandmothers will be delighted to know that they can do something.

Every woman in America should do something for the Red Cross, or for some organized society for furnishing supplies to the hospitals or to the soldiers.

**How Will
the Teacher
Stand the
Test?**

Already messages are coming to us from "a port in France." Soon there will be coming from "somewhere in France," only short, censored notes, and that will be all we know of our sons and brothers and late schoolboys, until the horror is over and they come out of the "somewhere" into the "here." Some will get nowhere beyond a trench, and some will wander off into the anywhere. None of them will come back as they went off. It is the testing time for the American school and home. We should watch carefully to see what helps and what hinders these boys—what is worth while in supreme tests, and what is useless.

Every teacher who has taught a single one of these boys is helping to win or to lose the fight. Every teacher who goes into a schoolroom this fall is already taking part in the reconstruction that will come

hereafter when the school girls and boys of today are the men and women rebuilding what is now being torn down.

Women Must Hold Things Together

Teaching has been largely woman's work in America ever since the reconstruction days. The district schoolmaster of the days before the war gave place after the war to the district schoolmarm. With the passing of the academy passed the schoolmaster in elementary work. The primary work as we know it now had not come into being until after the war except as it was given in the home by the mother or in some dame school. True, men have held the administrative positions, have held a few of the high school positions, and have been in the colleges, but few have been in the rank and file. The women have done most of the teaching of children. The task for the woman in school work is not new. It is merely to go on doing the same thing, but doing it better. There will be still fewer men and more women. Some women who have been teaching in the ranks will step up higher and fill the vacancies left by the men, but only those who have proved themselves in the lesser tasks will pass up, and these will be put on their mettle. The schools are not going to suffer. There will be many more doing demonstration and supervisory work, but this is teaching in a broader field.

Geography Should Begin at Home

Geography, as charity, should begin at home, and that right early, but it should not stay there. As the mind of the child reaches out in other ways it should be led out geographically. Now is a glorious time for geography for all ages and sizes and grades, and for every kind of geography: home geography, commercial geography, but not for mere text-book geography. Every paper, every report, every magazine, now is full of material for teaching geography. The questions beginning with "where" are on every tongue all the time: "Where are they going?" "Where are they fighting?" "Where does it come from?" "Where can we get it?" "Where shall it be sent?" "Where do the raw materials come from?" "Where are our camps?" And every "where" is followed by a "why": "Why are they going there?" "Why is that a good place for the camp?" All the questions and problems are so bound up with geography that it is impossible to follow anything intelligently without bringing in geography and without enlarging geographical ideas.

The Changed Atmosphere

There was a time when the schoolroom had an atmosphere conducive to sleep and rest. One driving along the road past a schoolhouse would hear the droning of the voices, and if he stepped in, teacher and children were too drowsy to give a cordial welcome to the visitor, but he was welcomed because

he broke the dull, stupid monotony of the school. Now the air around a live school is charged with activity and interest; a peep through the door reveals a busy working group. The visitor receives a cordial welcome, but he drops into the background because teacher and pupils are engrossed in important matters that must not be broken into.

**Y. M. C. A.
Letter-Heads**

When the letters "Y. M. C. A." are at the top of letters from the boys in camp, they bring comfort and consolation to the folks at home. They give confidence and assurance that out yonder the boys are not drifting away from all fine influences and ideals, but there is something keeping them clean and straight. No wonder people are eager to contribute to the fund to keep the work going wherever the soldier boy goes! If there is not a boy from your own home there is one from your neighbor's home. Do your part in helping that cause.

**Trusteeships
of Students**

Every girl or boy who attends a State school accepts from the State something. None of the State schools begin to pay their way, or rather, to make the students pay their way. The State could not afford to do this if it did not feel assured that the money put into the education of the young people was an investment that would bring returns in dollars and cents, and in the many intangible ways that an educated citizenship can help build up the State. Senator Harding expresses the idea well in this number of the QUARTERLY.

**Are They
Still
With Us?**

Is it possible there are still people in this time, which is full of big, world-wide events that come to your own doorstep, who are quarreling over whether the hen is "sitting" or "setting," and are using good gray matter to see whether that famous frog of the problem gets out of the well or falls in deeper?

Is any teacher judged by the answer she gives to the favorite old catch questions?

Are there still some teachers who think these are the all important problems for her to solve?

Don't let the two get together. Send a live teacher to stir up the backward community, and send the old-fogy teacher to a community that will drive her out of the profession or wake her up.

What has become of the "settled woman"? You used to hear of her, but now you never do. Is she so busy doing things that she hasn't time to settle?

**No Rest in
the School-
room of
Today**

If one wants a good, snug nest to snooze in, he must not get into a schoolroom; he may find it a hornet's nest. The person who puts his mind to rest and lets his body work on as an automaton, without disturbing him, had better go into a factory where the body can be made to do the work of a machine, and where the mind may safely go to sleep; he should not go near a schoolroom.

**The
Immovable**

There are still a few who catch the world only through the newspapers. Their sight catches it in cold print, and no other sense is touched and nothing gets beyond the retina. They do not see or hear anything first-hand and are suspicious of all they read, believing "newspaper chat" is not news, but is printed for the sake of puffing the paper. They will not believe that newspapers now cannot begin to tell half. They are going calmly and serenely on, with a stupid optimism that is like that of the ostrich. They will not acknowledge that these times are vastly different from other times. "The lightning has never struck me, and I don't believe it ever will," simply because it never has; "Let those folks who got us into this get us out"; "I've heard of hard times before, but I haven't starved yet"; "I'll not worry until I see the bottom of the barrel."

SUGGESTIONS

How the Children Found the Answer to "Who is Hoover?"

A LESSON DEVELOPED BY THE SIXTH AND SEVENTH GRADES IN THE MODEL SCHOOL,
MISS MAUDE ROGERS, CRITIC TEACHER

"Who is Hoover?" was the question asked by several children in the sixth and seventh grades at the Model School during a dictation lesson when this sentence was given: "President Wilson hopes that Herbert C. Hoover will be made food-dictator."

Only two out of a class of twenty had ever heard the name of Hoover, and the knowledge these possessed was very indefinite. At once the teacher and the children decided they would like to have a composition lesson for the next day on "Herbert C. Hoover, Food-dictator." As the magazines have been so full of answers to this question which all America has been asking, it was easy to cite the children to material which they could easily collect for the lesson. The teacher suggested to the pupils that in their reading they watch out for reasons why Hoover was peculiarly fitted to be Food-dictator.

The next morning several magazines were brought to class and the children could hardly wait for the composition hour to tell what they had found out, as they were fairly bubbling over with information. "Wait," was the only response the teacher gave to many questions and requests for discussion. The composition lesson had been placed the last hour of the morning, so that it would be a climax to the morning's work. All other work went swiftly and well because the children were impatient of any delays.

When the lesson was begun the children and teacher decided that they needed an outline on the board as a guide. A picture of Hoover was placed before the class. They determined to select only those facts in Hoover's life that helped make him a great man and fitted him for his work as food-dictator.

This is the outline that was finally placed on the board:

Herbert C. Hoover, Food Dictator

1. Preparation for life—

Born on a farm in Iowa; good habits and strong body.

Graduated from Leland Stanford University in mining engineering.

2. Mining engineer—

in America.

in Australia.

in China.

in England.

(So successful he becomes a millionaire.

Shows wonderful power as an organizer.)

3. Relief Commissioner—

in England, getting Americans home at the beginning of the war.
in Belgium, in feeding the starving people.
in France, in relieving suffering.

4. Why he is fitted to become food dictator—

Honest, sincere, unselfish, strong in body and in mind, calm and deliberate, an organizer, has a knowledge of food values, experienced in feeding and relieving other nations.

We look to him to feed the world.

Every point was carefully developed and freely discussed. Many bits of information were rejected as unnecessary to the big aim. Perhaps the most interesting feature of the discussion to the observers was the children's comments on Hoover's picture; some of them did good character reading, while others had to be directed as to how to judge a man by his face.

The assignment for the second day was to write four paragraphs on "Hoover, Food-dictator," following the outline closely. The children were interested the first day, but their interest was at the burning point of attention the second day. Each child was anxious for more information, especially when he found he needed more to make the paragraphs balance well. The teacher and the children decided that they could easily develop a full composition from each division of the outline, but as time was lacking they refrained from following up the subject.

The next day the children expressed a desire to study the life and work of another man, this time Lloyd George. Thus the children proved that the teacher had achieved her chief aim: the children had been aroused to an interest in the live world of events and the work of great men of the day as found in newspapers and magazines.

A History Match

That the child mind can best grasp and understand that which is brought closest to his life is a well established pedagogical fact. Having seen the good results from dramatizing stories and "acting" their reading lessons, I conceived the idea of letting my fifth grade "act" the lives of the early explorers as given in White's "Beginners' History," calling it a "History Match."

A few days in advance of the lesson, I assigned each pupil a character to impersonate, secretly, of course. They then read all the material available on the subject, and from it wrote a paper in the form of an autobiography, omitting the name of the supposed writer. On the day of the match they got up one by one and *told* (not read) the story of their lives, the pupils at the seat writing down the name of the man who they thought was meant. At the end of the match I

read out the correct list of those whom each pupil represented. The fact that there were only two incorrect guesses in the class showed that each child had not only studied his own individual topic, but the others as well, so as to make correct guesses.

I have since tried this device when working with the many, and oftentimes to the child, confusing, countries of Europe. By letting a child represent a country, telling its location, climate, products, etc., and letting the children guess the country and sometimes the capital. I have awakened a great enthusiasm where as before there had been apathy and indifference. When a lesson is put in the form of a game it is likely to be well learned.

RUBY MELVIN,

Intermediate Grades of Elizabethtown High School.

Devices for Securing Good Personal Habits

The problem of teaching the children to form good sanitary personal habits is one that confronts almost every teacher today. One gives up in despair sometimes when every possible means has been tried out, and all have failed.

Below are several devices which I have worked out quite successfully in the first and second grades.

First, the problem of getting the children in the habit of brushing their teeth regularly had to be solved. When I first asked how many brushed their teeth every morning I found that only a small number of the children owned brushes. I urged them by all means to have brushes by the next morning, stressing the importance of keeping their dear little young teeth clean. In a few days every child had a brush and some had powder or paste. How proud they were, and how eager to tell me! Of course, there were some who were not so eager, and I always knew they were the ones who had failed to obey my wishes. To prevent them from forgetting the second time, I would draw a large snaggle tooth on the board, making it look as dreadful as possible, placing in it the names of the children who had failed to brush their teeth that morning, and letting it remain all day. There were finally no delinquents.

Another problem was to get them to clean their nails and keep them so. I would go around each morning and look at every child's nails, and if some child had forgotten I would designate it, in a hand already drawn on the board by placing the guilty child's name in one finger and making the nail as ugly as possible with colored chalk. Very soon the children become ashamed and there was seldom ever a name to be placed on the board.

Here is still another device I used. This was for getting my children to bring fresh handkerchiefs with them. Every morning we played a little game in the form of a drill, and every child was required to



COUNTY GROUPS

have a nice fresh handkerchief or else he would be omitted from the game. Each one, of course, was only too eager to play. In the game I brought in a few simple arithmetic problems, namely, one corner plus one corner, then add other two corners. Drop one corner, then other two, how many left, etc. In this game the children had no idea that my motive was simply to have clean handkerchiefs.

I found that these little devices worked just beautifully, and that the minds and memories were being trained in such a way as never to forget to perform these little unpleasant tasks which I feel now are stamped so distinctly upon their minds that there is no desire for them to forget. We feel that these good personal habits are as essential to their little bodies as the food they eat. I hope these devices will help you, sister teachers. Just try and see.

MARY E. CHAUNCEY, '14,

First Grade, Warrenton Graded School.

Practical Household Art in Our Grades

When I mentioned window curtains for my room my sixth grade was all attention. I asked the girls if they thought we could hemstitch them; their eyes fairly danced with anticipation, and they eagerly answered "Yes."

Our room had five large windows. We had just put up nice shades, paid for with money that we had raised—a part of it made by picking cotton. What we needed next was curtains.

I went to a store and purchased twelve yards of white cheesecloth. The girls and I gathered in our room one afternoon after school and cut the lengths for sash curtains. Another time we measured hems and drew threads for hemstitching. Some of the girls did not know how.

We had such a jolly, happy group, for while fingers were busy, tongues were not idle. In the other end we made a neat little hem of running stitches for the cord to be slipped through, since we could not afford rods.

After the work was begun each girl took a half curtain home to finish. When they were completed they brought them back and the boys drove nails for us to fasten the cords to.

When we put a bowl of blooming narcissus on a window shelf we thought our room looked real "homey." In comparing ours with those of the fourth and fifth grade room, one of our girls said, "It's a sure thing we don't want any curtains with flowered borders!" They took turns in having the curtains laundered. After school closed, and I had left the community, one of the girls wrote me that for fear the sun would injure them during vacation she had taken them down, laundered them, and put them away.

I found both girls and boys taking a greater interest in keeping the room tidy. The girls proved to be right good housekeepers. The boys

seemed ready to lend a hand. They put up window shelves, made boxes for plants, polished the heater several times, made rough benches for the yard, and oiled the floor.

DELIA SMITH.

Our Dolls' Home

(Made by First and Second Grades, Lake Landing Graded School.)

When school opened in the fall, in order for me to learn my children, I began asking questions about father, mother, brothers and sisters, and, in fact, everything connected with the home. After these things were fully discussed the children wanted to talk about their playhouses. I said, "How would you like to make one?" The answer from all at one time was, "I would like it fine."

One of the high school boys constructed the house of two wooden boxes. Each of the four rooms was 12 x 14 inches with a 12-inch side wall. The room on the third floor was much larger. The house was furnished by the first and second grades. We decided to make this a real home as near as possible, and I tried to make the children imagine that it was their real home.

The plan used was to divide the first floor into two equal parts: one becomes the kitchen, the other the dining-room. The same spaces on the second floor are used for a bedroom and a nursery. The third floor space under the gable was used for a sitting-room. The children did not like a small room for a sitting room. This was the largest, so we decided to use it.

The color scheme for the kitchen is in buff and gray. The paper floor covering is made to represent linoleum, the design on one-half inch "squared" paper. The walls are buff. The table has a checked cover on it. The stove, table, and kitchen cabinet are constructed of gray paper.

The color scheme for the dining-room is white and blue. The walls are covered with wall paper design made by the pupils of green and pink on white drawing paper. The buffet, table, and chairs are made of white paper. The paper floor covering also represents linoleum, blue and white blocks with blue border. The tablecloth is white with a pink edge crocheted by a second grade child.

The bedroom walls are covered with white paper, decorated with a green design. The rugs are blue and white blocks with blue borders. The children wove these during the busy work periods. The curtains for the house are of white voile and were made by the little girls. The bedroom furniture consists of bed, dresser, and chair, all made of white paper.

The sitting-room walls are covered with blue wall paper, with gray and pink border. The art square is blue and white blocks with blue

border. The furniture consists of piano and stool, library table, one round stand for flowers, one rocking chair, three-piece parlor suite, divan, armchair and rocker, two small rugs, curtains and one picture. The furniture was constructed of white drawing paper.

The same design of wall paper and carpet was used for nursery as that used for bedroom. The furniture consists of cradle, one small table, and a go-cart constructed of gray paper. A penny doll was dressed in a long white dress for the baby. All of the paper folding and cutting was based on the sixteen squares.

When the house was completed on the inside, the children said they did not like the rough, ugly appearance of the outside. One little boy just seven years old said, "I will paint the house." The next morning he came with paint and brush and painted the house the colors decided on by the children.

The children collected pictures of the furniture for the house from books and magazines before we constructed it of paper. I did this to see if the children were familiar with the furnishing necessary for the home.

I correlated drawing, spelling, number work, and language with the making of the doll's home. In order to do this, we were about a month and one-half completing the house.

ELLA WHITE, '15,

Primary Teacher in Lake Landing Graded School.

Helping a School to Grow from a One-Teacher to a Two-Teacher School

I have been teaching in the same one-teacher school for two years. When I began teaching, there were no window shades at the windows. The heater was in one corner of the schoolroom. There were no waste-paper baskets in the room, no foot-mat at the door, no pictures or maps on the walls, no library or books of any kind in the room except what few I had, and the children's text-books. It was just a bare schoolroom with desks, children, and teacher.

At the end of two years a rural library was ordered for the school. The children had sold flag buttons and gained a large flag and pencil sharpener. I had succeeded in securing a stove-pipe, window shades, a foot-mat, four maps, a suspension globe, an organ, two waste-paper baskets, a large dictionary, Washington's picture, Lincoln's picture, and a water-cooler. In order to meet the expense of these things, a shadow party, and three box parties were given during the two years, the proceeds of which amounted to \$148.

The school is no longer a one-teacher school. It will be made a two-teacher school another year.

ALMIRA GODFREY.

How I Raised \$60 at a Box Party

On Thanksgiving Day I gave an entertainment at the schoolhouse and invited all the patrons of the community. After the exercise was over I made a talk and explained the needs of the school, and asked for suggestions for raising money to get these things. We decided on a box party. Two of the committee were present and each of them made a talk. Many suggestions were offered, and finally we decided that our box party should consist of boxes containing supper to be sold by auction, a cake for the prettiest girl to be sold by votes, cakes and boxes of candy to be sold by auction, a grab bag containing things that could be made at little cost, which would interest both children and grown people, a fruit stand containing bags of parched peanuts, chewing gum, loose candy, apples, and oranges, all to be sold by the piece; and a fortune teller. The patrons contributed everything that made up the box party except the fruit and chewing gum. The school room was beautifully decorated and a large crowd was present. The entire proceeds from the box party amounted to \$60:

16 boxes of supper	\$25.00
1 cake for prettiest girl	18.05
3 cakes and 3 boxes of candy	7.25
Grab bag	2.45
Profit at fruit stand	5.20
Fortune telling	2.05
<hr/>	
Total	\$60.00

ALMIRA GODFREY,
Burgess School, Perquimans County.

Some of the Advantages of Teaching at Home

“Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land?”

Now, while our President is calling for loyalty to our Nation, how can the teacher show hers more than by staying in her own neighborhood and doing her best to train the children of her neighbors to be true to *God* and to their *country*? Surely she will be more interested in the social and moral conditions of her own neighborhood than in one in which she expects to reside only a few months. Whose pains, whose griefs, whose trials, and whose pleasures, would appeal to her more, think you?

In her own community the teacher knows already the interest, desires, the likes and dislikes, the prejudices and environments of the patrons; hence, has a better understanding of the pupils. Also she knows the local geography and government, the superstitions and re-

ligion, which in a strange section it would require a whole term to learn before she could really adjust herself to the existing circumstances.

To illustrate: In a certain community an orphan girl was taken by her grandparents to rear. They were old and alone, all of their children having homes of their own. As the girl grew older and stronger, more of the duties fell upon her, requiring more of her time and shortening her school days until she dropped out of school entirely. When she was fifteen she was given the opportunity to go to school again, but she refused to go then because she was so far behind the rest of her age. After two or three years a lady from the neighborhood was elected to teach the home school. Before school opened this girl went to see the teacher and had a heart-to-heart talk, for, she said, "I know you would *understand*." When school opened, to the surprise of every one, this girl came, and was an earnest, faithful student.

Another advantage which the *home teacher* has is solving the ever perplexing question of *board*. This problem has been increased now by the high cost of all food products, and the servant question.

There are many places in which the housewife cannot secure a servant at any price. With all the duties and cares of her house and family devolving upon her alone, she does not feel equal to the task of adding another straw to her burden: that of boarding the teacher. I believe our teachers appreciate these conditions and try to adapt themselves to the circumstances as far as they can; yet no teacher can do her work in the schoolroom unless she can have a comfortable room where she can be quiet and plan her work for the next and succeeding days.

Schools that are financially able are building "teacherages," and until all of the schools are so equipped the board bill will be a perplexing question to most teachers, but not to the home teacher, for she can still enjoy the pleasures of home and loved ones while giving the best she has to the children entrusted to her care.

JULIA B. COBB,
Teacher of Benthall School, Hertford County.

How I Raised Money for My School

During my two years experience as a teacher, I have found at the beginning of the school term almost empty schoolrooms, with no pictures, no blackboards, nor anything except the empty room with a few rickety desks. The school grounds have been in almost the same condition; therefore, my first problem has been how to furnish and beautify the room and grounds.

I began solving my problem by organizing Literary Societies and Betterment and Athletic Associations. After doing this, I planned a

series of entertainments, hoping to make some money in this way. In planning these entertainments the things I had to consider most were the type of children I had to work with, the people who should attend these entertainments, the staging and the costuming.

I have given the following plays with much success: "Jumbo Jim," "Aunt Dinah's Quilting Party," "District School," negro minstrels, "Only Young Man in Town," "Fruits of His Folly." Besides these I have had programs of recitations, declamations, dialogues, dramatizations, and patriotic and motion songs. I gave one play in each entertainment with a variety of other things, making the program about two hours long.

The best things I could get for primary children were from the *Normal Instructor and Primary Plans*. This one magazine furnishes enough new material to make a monthly program one hour long. This material grows out of the everyday work of the children, and can be gotten up without so much outside effort. Besides, the people seemed to understand and appreciate this. From last April's number of this magazine I gave "Dr. Wise," an interesting little dialogue, with the doctor, trained nurse, and patient, who was being doctored for telling fibs. I also found in this magazine "School's Saving Bank," which gave some good ideas on practicing thrift, which were along the line that the people are now thinking. The money used in this dialogue was made by the children as busy work, while the dialogue was taught as an arithmetic lesson. In connection with this we had dramatizations, motion songs, and recitations.

I planned another type of entertainment, which consisted of an old-time spelling match, with neighborhood jokes, etc. I did not always charge any admission, but sometimes arranged for the girls to have a box party, or for the Betterment Association to sell refreshments.

The best way I could advertise my entertainments was to let the children make the tickets, and design and number them as a drawing lesson. Each child was given five tickets to sell, and got a free ticket for selling them. No one was ever known to come to our neighborhood without having the opportunity of buying a ticket.

There were still other things I did to make money. I had the children to sell badges at ten cents each. When the required number was sold we received a premium. In this way we got a flag and a number of pictures. Several newspapers offered a book for each new subscriber. We took advantage of this offer, and received a number of books to go in our library.

There are always hundreds of ways to get money for educational purposes. This can be gotten by the teacher, pupils, and the associa-

tions working together. The time has now come when there is no excuse for a teacher teaching in an ugly, unfurnished schoolroom, surrounded by a broom-straw patch.

EMMA J. BROWN, '15,
Fourth Grade, Richlands Graded School.

A Country Girl is Not a Stranger in Any Country Neighborhood

Just a few words about myself. I am a country girl, raised on the farm, and taught by my mother to do any kind of work in the farm home. I finished public school and did some high school work. Last fall my county superintendent came to my home and said to me, "I have some vacant schools and would rather have you teach one than some one that I do not know." I thanked him for the confidence he had in me, and told him I would do the best I could. I made a good average on my examination and he gave me a school where I knew no one and no one knew me.

In high school I believe I was known as one having a smile and a kind word for all. I determined to carry these with me when I started out on my new work. The people I found not rich, but willing to do anything for you if you made yourself one of them. My home was with a family where there were four girls. I was counted as the fifth, and many is the frolic we had together. I joined heartily in all social affairs in the neighborhood.

Saturday night and Sunday was the time that the people of the neighborhood met together. They found out that I could sing and could play the piano a little, and we enjoyed singing the "old melodies" and hymns together very much, the old people as well as the young.

Then came the old-fashioned sugar-pullings, which were greatly enjoyed by all. Of course, I could help in the cooking and pulling, too; any country girl could.

Christmas was the little folks' treat. They were made so happy by their first Christmas tree. The older ones enjoyed serenading.

Hog-killing was the most enjoyable time of the winter. Neighbors always helped each other during the whole time. Big dinners and suppers were served to all that helped, and most of the time there was a sugar-pulling afterwards. The people thought it strange that I could help, but thanks to my mother and the training I received at home, I could do even that.

At school the children found that I could enter into fun and frolic as well as fight, and we soon learned to like one another. In this way I learned to like the people, just by being one of them.

Now, just a few more words. When you go into a neighborhood to teach, where you do not know any one, dear teacher, have a smile and

a kind word for all, and be sure that you do not think that you are any better than the people, for are we not all God's creatures? Don't be ashamed to pitch in and help.

MARY FOXWELL,

Teacher of Hurdle School, Chowan County.

How I Introduced Music In My School

When I first went into the district there was not a piano in it. There were two organs. I found that the young people enjoyed gathering at the homes where the organs were, to spend an evening singing. I decided to try to make the school building the center of these gatherings, so I began to talk piano for the school. I did not receive much encouragement the first winter.

Before I went back the next fall I visited the nearest town. While there I began to look for a piano at a reasonable price. I went to a piano house and told them what I wanted. After school began, the manager went up to see my committee and offered to put one in the schoolroom for a month's trial. After making several trips to see them, they finally decided to let it be put in, but they were sure they would not buy it. It was sent out.

There was a boy in the neighborhood that played the violin, one that played the guitar, and one the banjo. I invited them to come out to the school that night and play with the piano accompaniment. I also invited the people to come hear the new piano and sing some. They came, too. The house was full, and they continued to come. When the month was out they wouldn't think of giving up the piano.

At Thanksgiving we had a box party and made up part of the money. The balance was paid by the committee.

Before the winter was gone there were four pianos in the neighborhood, and we had six music pupils. At commencement we had a simple little duet and a solo which were enjoyed very much.

EDITH SIDBURY,

Now Teacher in Wilmington Graded Schools.

How I Disgusted One Girl with "Trashy" Novels

Only a few days after my entrance into a certain community I was dumbfounded to find that a girl representing one of the oldest and most aristocratic families in North Carolina was accursed with the horrible habit of trashy novel reading. I say "trashy"—and I mean all that the word suggests. From that day I spent a great deal of time trying to devise some method by which Edna could be guided into a higher phase of novel reading, and in such a way that she would still like to read books—though books of entirely a different type.

I finally decided to visit the girl's home, and find out, if possible, the kind of books most approved by the mother and father, and their views

in regard to their daughter's spending the greater part of her time in trashy novel-land. I repeat with emphasis the word "trashy," because we all know that nothing is better for any of us than a good clean novel.

On my visit to the home I found the very best of books placed throughout the entire house, quite convenient and very tempting to a lover of good literature.

I asked Edna if she had read any of these books. She replied that she started one of them, but they were so deep she did not care much for them. I then asked her what type of a book she liked best; she immediately answered: "Oh, well, something not so deep, like 'How He Won Her,' 'Lost Love,' etc. In other words, a good love story, but mother doesn't like me to read them; she hides them every time I get them."

I immediately determined to give her a dose of "good love stories," as she termed it. So I invited her down to my boarding place on Saturdays to read. She was quite delighted with the idea, and always brought one of her mother's books for me, while I managed to get one of her type from "somewhere."

After we had spent eight or nine successive Saturdays in this way, Edna, for some reason, did not seem very anxious to come the next Saturday. I insisted, of course, and she finally decided to come, though she tried to emphasize the fact that her mother needed her—the very first time she had considered her mother in the least degree. The fact about Edna was that she had lost some of her enthusiasm for the books that had so lately held her spellbound. She came, however, and settled down to "The Forsaken Bride," while I took up something very different.

We had read about an hour when Edna decided that she was "tired to death" reading. "Oh, do come, and let's go for a walk," she said. "They are all alike, anyway. I declare I believe I never will like to read again."

"Why, is your book not interesting?" I asked.

"Yes, I suppose so," she replied. "But somehow I am just so tired."

"Do you never get tired reading?" she asked.

"Oh, yes, sometimes," I replied. "But my book is very interesting. However, we will stop for awhile and go for a walk."

We did go for a walk, and in one hour were back again, tired from walking. Then I began to tell her about my book. She was soon fascinated, as I indeed knew she would be, and from that day she always wanted the "new" style, as she termed it.

And today she still demands the clean, forcible, and uplifting type of book. She found to her great surprise that these books were at home and that mother did not object to her reading them. Her mother

is enthusiastic over the change, and cannot understand how it came about. Neither does Edna; she only knows that it is different and appreciates the fact.

MAYME BROOKS,

Teacher in Wesley Chapel High School.

“A Pupil’s Reward” or “School Beatitudes”

Blessed are the punctual, for they will be called manly.

Blessed are the early, for they will not be called careless.

Blessed are the neat, for they shall receive attention.

Blessed are the obedient, for they shall receive favors.

Blessed are the studious, for they shall be wise.

Blessed are the wise, for they shall rule the world.

W. H. PURSER.

Reviews

FARMERS' BULLETIN, No. 755, *Common Birds*.—In the Southeastern States more than 460 species of birds occur at some season of the year. This bulletin discusses the general habits and the economic value of 23 of the best known species. Farmers have a host of insect enemies to fight. This bulletin shows clearly the great value birds are in this conflict. The farmer should, therefore, welcome his feathered allies and see to it that they have every protection he can secure. From this bulletin *the farmer will learn which birds to harbor.*

Some Facts Concerning Manual Arts and Home-making Subjects in One Hundred and Fifty-six Cities—BULLETIN 32, 1916, BUREAU OF EDUCATION.

The data used in this bulletin was collected by means of a questionnaire sent to the heads of city school systems. One hundred and fifty-six schools responded. It was found that the chief aim in teaching these subjects was prevocational—just giving knowledge of the various occupations, materials, tools, etc. It was found that work in paper in the primary grades was more general—joinery and cabinet making for boys in the grammar grades, and sewing and cooking for girls in the grammar grades. The work was presented by using systematic graded exercises. Time given to these subjects was found to be over 5 per cent of the total school time in the elementary school and over 25 per cent of the total time in the high school. The method most frequently used of disposing of finished products was that of letting the pupil keep his own article.

“Minimum Essentials in the Preparation of Teachers” is an article in *The American Schoolmaster*, by William C. Bagley, Director of the School of Education in the University of Illinois. He thinks that the teaching profession should be so standardized that a prospective teacher shall have to pass certain tests to establish in the minds of the examiners her ability to teach. Tests on penmanship, blackboard writing, and sketching should be given. A teacher should be able to recognize errors in oral speech, as well as to speak correctly herself. She should speak plainly and with clean-cut enunciation, and to her pupils her voice should be in a low, quiet, convincing tone. She should also be able to “sense” unhygienic conditions in a classroom with regard to lighting, temperature, ventilation, and posture. Mr. Bagley believes that by tests of these kinds teaching skill in an individual may be detected.

Gardening in Elementary City Schools, C. D. Jarvis, BULLETIN
BUREAU OF EDUCATION.

The bulletin points out the possibilities of gardening from the point of view of democracy in education; its usefulness in developing thrift and industry; its value as a substitute for illegal child labor; and its justification in inculcating the joy of living. The bulletin also analyzes the methods of introducing gardening into the schools; describes the different types of gardens; shows the kinds of instruction and supervision that have proved useful; and goes somewhat into detail in planning garden plats and the disposal of the garden crop. There are many suggestions that could well be adopted by rural schools or by those in the small towns.

AN EDUCATIONAL PROGRAM FOR THE WAR. Suggestions for a program of school activity for different types of educational institutions during the war have just been issued by Dr. P. P. Claxton, United States Commissioner of Education. After pointing out that *attendance laws should be enforced as usual*, Dr. Claxton says: "Parents should be encouraged to make all possible efforts to keep their children in school and should have public or private help when they can not do so without it. Many young children will lack the home care given them in times of peace, and there will be need of many more kindergartens and Montessori schools than we now have. The attendance in the high schools should be increased, and more boys and girls should be induced to remain until their course is completed. A school year of four terms of 12 weeks each is recommended for the high schools, as for the elementary schools. In the high schools adopting this plan arrangements should be made for half-time attendance, according to the Fitchburg, Cincinnati, and Spartanburg, S. C., plans, for a large proportion of pupils as possible. All laboratories and manual-training shops in high schools should be run at their full capacity. In many of the shops work should be done which will have immediate value for the national defense. In all high schools in which domestic science (sewing, cooking, sanitation, etc.) is taught, large units of time should be given in the summer and fall to sewing for the Red Cross and for local charities. Classes for grown-up women should be formed in which practical instruction can be given largely by lecture and demonstration in the conservation and economic use of food.

HIGH COST OF LIVING. Dr. P. P. Claxton, Commissioner of Education in the Department of the Interior, makes the following statement regarding the high cost of living and a partial solution of it: "Is there a remedy? There is a partial remedy at least, but not wholly in in-

vestigations or legislation. This remedy is so simple and close at hand that, as is so frequently the case, it is overlooked. In the schools of the cities, towns, suburban communities, and manufacturing and mining villages of the United States there are approximately 6,000,000 boys and girls between the ages of nine and sixteen. Most of them are idle more than half of the year. They are in school less than 1,000 hours in the year, and allowing 10 hours a day for sleep, are out of school more than 4,000 waking hours, more than an average of nine hours a day, not counting Sundays. National and State laws make it impossible for most of them to do any profitable work in mill, mine or shop, and many of them are forming habits of idleness and falling into vice. Even during the vacation months only about 10 per cent have any profitable employment; only about 5 per cent of them go away from their homes except for a few days. Still, they must live and be fed and clothed." The remedy is the vacant-lot or back-yard garden.

Chapter XIX, *Educational Hygiene*, has this to say of military training in the schools: "Military training in the schools conceived as military *drilling* is undesirable and unavailing; military training conceived as a *comprehensive program* of *physical, moral, and civic* education is desirable and even necessary," declares Dr. W. S. Small in a chapter on educational hygiene. Dr. Small points out that military training thus conceived "offers a possibility of unifying and ennobling the now confused and disjointed activities in the field of physical and moral discipline. The physical and moral values of both gymnastics and athletics are well understood, but both lack comprehensive and unifying motive. All systems of gymnastics are individualistic. Their appeal is to the desire of the individual for physical perfection. Competition is narrowly individualistic. Systems of athletics are mostly based upon group competitions, and if properly managed are very valuable, not only for physical development, but also for training in the very fundamentals of social morality. But the philosophy of athletics is the philosophy of play, and the philosophy of play is the philosophy of instinct—a philosophy that is not comprehensive enough to serve as a sole basis of physical and moral education. Military training rightly conceived includes these motives and subordinates them to the ideal of patriotism."

Alumnae

Annual Meeting

The annual business meeting of the Alumnae Association was held Tuesday morning, June 5, at 10:30 o'clock. The meeting was well attended, each class being represented except the class of 1911. The Association has now 240 members.

The meeting was presided over by the President, Estelle Greene. The minutes of the previous meeting were read by the Secretary, Mrs. Eula Proctor Greathouse, and were approved. The committees made their reports, and all unfinished business from the meeting of last year was taken up. The amount as reported for the Gymnasium Fund is \$350.

The election of officers was held and resulted as follows:

President, Estelle Greene.

First Vice-President, Grace Smith.

Second Vice-President Trilby Smith.

Corresponding Secretary, Allen Gardner.

Secretary-Treasurer, Eula Proctor Greathouse.

Alumnae Editor of Training School Quarterly, Bettie Spencer.

ALUMNAE

1912

The following is a complete list of the alumnae attending Commencement:

Marguerite Davis Warren	Greenville
Eula Proctor Greathouse	Rocky Mount
Sadie Exum	Greenville
Hilda Critcher	Greenville
Estelle Greene	Greenville

1913

Eloise Ellington	Greenville
------------------------	------------

1914

Corinne Bright	Washington
Lela Deans Rhodes	Wilson
Mavis Evans	Greenville
Rosa Mae Wooton	Greenville
Emily Gayle	Whiteville
Blanche Lancaster	Battleboro
Carrie Manning	Parmelee
Addie Pearson	Bailey
Grace Smith	Greenville
Annie Smau	Henderson
Mary Chauncey	Belhaven

1915

Connie Bishop	Wilson
Clara Davis Wright	Washington

Bettie Spencer	Washington
Rubelle Forbes	Greenville
Ernestine Forbes	Greenville
Clara Griffin	Macclesfield
Sallie Jackson	Greenville
Ruth Proctor	Rocky Mount
Millie Roebuck	Robersonville
Christine Johnston	Greenville
Christine Tyson	Greenville
Vera Mae Waters	Pactolus

1916

Jessie Daniel	Keysville, Va.
Nellie Dunn	Ahoskie
Lela Durham	Dallas
Dinabel Floyd	Fairmont
Allen Gardner	Warrenton
Viola Gaskins	Ayden
Alice Herring	Rocky Mount
Georgia Keene	New Bern
Martha Lancaster	Battleboro
Lucile O'Brian	Oxford
Kathrine Parker	
Marjorie Pratt	Marion
Louise Smaw	Henderson
Trilby Smith	Greenville
Alma Spivey	Elizabeth City
Lida Taylor	Goldsboro
Gladys Warren	Greenville
Eunice Vause	Warsaw

Lida Taylor, '16, and Lela Newman, '15, had a most successful year in the Aurora Graded School last winter. They gave an operetta, "A Day in Flowerdom," for commencement. Lida and Lela say that they almost lost their sweet dispositions while training the fifty wrigglers for this, but they were well rewarded for their trouble on the final night. Lela will teach in the Durham Graded Schools next year.

Edna Campbell, '11, taught Primary Methods at the Summer School of the University of Mississippi this summer.

Gelene Ijames, '15, Ruth Proctor, '15, Edna Stewart, '15, and Kate Tillery, '15, took special work at Chapel Hill this summer.

Mary Chauncey, '14, as leader of the primary division of the Teachers Association of the Warrenton Graded School, wrote a paper on Public School Music, and read it at one of the monthly meetings of the Association. She illustrated the paper by teaching a model lesson in

music. This paper was published in the county paper. Mary says that Warrenton is a splendid place, and it must be so as she expects to return in the fall.

Estelle Greene, '12, Florence Blow, '12, Inez Pittman, '13, Juanita Dixon, '11, Bettie Pearle Fleming, '13, Maude Anderson, '15, Nellie Roebuck, '15, Mattie Bright, '14, Bettie Spencer, '15, Emma Brown, '15, Ernestine Forbes, '15, Bubelle Forbes, '15, were among the students of the Training School this summer.

Clara Davis Wright, '15, spent part of June at Shelby, her old home, and while there visited other places of interest in the mountains.

Elizabeth Southerland, '16, attended the Lynch-Dupree wedding in Greenville in June.

Katie Sawyer, '15, and Leona Cox, '15, attended the summer session of the Cullowhee Training School this summer.

Pearle Davis, '15, and Mabel Davis, '15, attended the Beaufort County Institute, which was held in Washington during the month of June.

Gladys Fleming, '14, taught first and second grades at Watertown, Tenn., last year. During the winter her grades gave the play, "Sleeping Beauty," which was a crowning success. Ten bookcases for the school library were bought with the proceeds from the play. They now have \$39 in the treasury of the Womens' Club for next year.

Annie Smaw, '14, taught the ninth and tenth grades in the Franklinton graded school last winter. She organized a literary society in these grades which met every two weeks. The society gave a Bryant-Irving-Cooper program in November, a Christmas program in December, and a Washington program in February. The debaters from this school won in the triangle debate and went to Chapel Hill. Their society also sent a representative to the Wake Forest Declamation contest. The Senior class gave the play, "All a Mistake." This was to raise money for a class gift to the school.

Alice Medlin, '13, and Agnes Pegram, '14, taught in the Franklinton School also and gave an entertainment for the second and third grades this spring.

Christine Johnston, '15, writes from the Normal:

"You ask what I am doing. Well, I'm getting ready for harder work next year. I'm going over my school days, but this time it is at the Normal instead of on 'the hill.' Really I can almost imagine myself at the Training School, for the atmosphere of work is the same. The problems of teachers seem to be the same the world over.

"I often hear our school spoken of by both girls and teachers, and it does me good to see that people are realizing more and more the true worth of the Training School. It is worth a trip to the Normal to see the close relation of the two schools. I am particularly interested in the playground work up here this summer, as I want to try it on our New Bern children next winter.

"Last year I did first grade work. Two other Training School girls, Willie Green Day, and Eliza Branch, were fellow-workers, while Miss Mollie Heath, who taught in the Model School one summer, was the source of help in solving many problems. We always go back to our *alma mater* for help and are proud to be her daughters."

Estelle Green, '12, did not teach last year, but she is attending Summer School and expects to return to the ranks and do her "bit" fighting for the cause.

Nell Pender, '11, and Margaret Blow, '11, will teach in Charlotte next year. Margaret taught there last year.

Ruebelle and Ernestine Forbes, '15, have been doing substitute work in Greenville, and will continue the same for the coming term.

Mattie H. Bright, '14, goes to the Dixie School in Edgecombe County. She will have the intermediate grades.

The following is a clipping from the *Greenville Reflector*:

Memorial Baptist Church was the scene of a beautiful wedding Thursday afternoon, June 7, at 4:30 o'clock, when Miss Mary Lucy Dupree became the bride of Mr. John F. Lynch of Duke. The church was tastefully decorated for the occasion. The choir loft and rostrum were covered with white and banked with ferns and palms. Sweet peas were used in profusion, and the soft light from the many tapers added beauty to the scene.

Mrs. Lina Baker furnished the wedding music and played several selections while the guests were assembling. She played Tannhauser's march as the bridal party entered and changed into Lohengrin's "Here Comes the Bride" as the bride appeared. Schubert's Serenade was softly played during the ceremony and Mendelssohn's Wedding March was used as a recessional. Just before the ceremony Miss Inez Pittman sweetly sang "At Dawning."

[Here followed a description of the wedding. Bettie Pearl Fleming, '13, was one of the bridesmaids.]

Immediately after the ceremony Mr. and Mrs. Lynch left on the Coast Line for a bridal tour, after which they will be at home in Duke. The bride

is the only daughter of Mrs. R. Hyman. She is attractive and popular among a wide circle of friends. The groom holds a responsible position in Duke. He has visited here several times and has won a host of friends.

Millie Roebuck, '15, is spending most of her vacation in Hayne, Ark. She is visiting her brother and uncle. She writes interesting letters of the trip across the mountains, the stop in Memphis, crossing the Mississippi River and the section in which she is staying. She hopes to attend an institute while in Arkansas and says she hopes to show those people something about what our schools are doing, too. She stayed at the Training School for the first two weeks of the summer term.

School Notes

Celebration of "Founders Day"

July 2 marked the ninth anniversary of the breaking of ground for the first building of the Training School. Each year some special feature calls attention to the date. This year President Wright delivered an address to the school which carried the minds of the audience out from this actual spot into the great world events of today and finally brought them back home, but with vision broadened so that they could see the place of this school and the teachers of North Carolina in the world of the future.

Mr. Wilson exhibited the shovel used in breaking the ground nine years ago and showed the picture taken of those who took part in that interesting ceremony. He referred to the beginning of the school and to those who saw the vision of the school, fixed it in mind and gave themselves to it. He said that he would not dwell upon the actual history of the school nor its wonderful growth, except to say that when these buildings were placed here the builders believed they had built for ten years at least, and more room was needed after the second year.

"No other man in North Carolina has so clear a vision of the rural school as President Wright has, and no other man is better equipped for his place as leader," said Director Wilson in introducing President Wright. The address proved that he had a vision of the world-wide importance of the school-teacher. It is published in full in this number of the *QUARTERLY*.

Dr. West A Visitor

Dr. Henry A. West, the new president of the Maryland State Normal School, which has recently been rebuilt and enlarged, was a visitor in the home of President Wright during the month of July. He and President Wright have been intimately associated in school work in Baltimore. Dr. West has for some time been professor of Secondary Education in the University of Cincinnati.

The faculty and students were fortunate in having the opportunity of meeting him and hearing him talk. He is a man of magnetism and force. In his talk he won his audience at first by indulging in pleasantries and personalities, but after he had won them he turned swiftly and surely to the message he had for them. He talked on the movement to eliminate all things not useful, stressing the interpretation of the word *useful*. The word should have liberal significance, and whatever has demonstrable good should be considered useful, he believes. Music, art, flowers to him are useful in this broader meaning of the word.

He commented on the fact that he noticed soldiers guarding bridges as he came down. The schools should follow the example of the sol-

diers in service: they leave behind all the baggage they do not actually need. He said that the schools should ask the question, "What traditional subjects do not operate? What should be left out?" These should not be influenced by personal liking, age and traditions, or by anything except by the idea of usefulness in the broader sense.

He stressed the importance now of teaching things in connection with events. He told of observing a class in Caesar which was studying the campaigns of Caesar that were exactly in the spot where the line of battle now is, and there had been absolutely no connecting of the two. The "*Machinis bellis*" had not been compared to the machines of war now. He urged the students to connect present situations with whatever they teach.

He suggested that teachers think of themselves as sentries watching bridges. "Have all the equipment necessary professionally, and have nothing that will take your minds from the work you are doing."

**Baraca-
Philathea
Visitor**

Dr. E. H. Broughton, president of the Baraca and Philathea Sunday School classes of North Carolina, visited the school on the morning of July 3, and talked to the students. It was especially interesting to hear a serious religious talk from a man who was neither a preacher nor a teacher. His topic was, "The life that wins is the life that puts I into action." He read the story of the blind man whose vision was restored by Christ, stressing the point that the man with one of his faculties closed did not refuse to allow Christ to operate on him. Although we have no interest in the egotist, the speaker said, we have no interest in the man who does not think well of himself and who does not put himself into whatever he does.

Mr. W. Tom Bost, one of the best known newspaper men in the State, delivered an address at the school one evening in June. It was an earnest, sincere appeal to the students to live up to the highest and best in themselves.

Dr. E. W. Knight made a talk to the students at the morning Assembly the last morning he was here. He gave them some excellent points to think about and to put into practice as they go about their work next year.

Mrs. Hollowell was the first visitor to the summer school. She dropped in on us the second morning and made an excellent talk on the importance of fire prevention and ways and means of decreasing the fires in this State.

Food Conservation Work

The whole attention in the Department of Home Economics this summer has been centered on the conservation of food, methods of drying vegetables and fruits, putting up vegetables and fruits. The course sent out in outline by Mr. Hoover, food commissioner, will be given. The new method of preserving vegetables by fermentation is being tried out. The students were taught to can chicken because it is just as nice for salads and creamed chicken as the fresh chicken, and the chicken food is saved. How to preserve eggs in water-glass is one of the things learned, and how to pack butter. Convenient drying pans of wire-netting have been designed and made at the school.

Mrs. Beckwith entertained the faculty and officers of the school on the evening of June 7. Rook was the order of the evening. A guessing contest caused a great deal of fun, as the guesses had to be made in rhyme.

Social Evening

On Saturday evening, June 23, the students were given a delightful time socially. A faculty committee planned a series of amusements, and groups of students, with a guide, passed from one to another. In some places were contests, in others, story-telling and singing, and other things. Perhaps the most popular feature of the evening was a hypnotic stunt by Miss McPhail.

The Chautauqua continued through the second week of the summer school. The students attended well and enjoyed it greatly.

The members of the faculty who are not on the campus this summer send in reports of pleasant vacations.

Miss Graham is at the University of Chicago.

Miss Davis is spending the summer in Montana. She will visit the State University.

Misses Ray and Whiteside are at Peabody College for Teachers.

Miss Hill is in Florida.

Miss Muffy is spending the summer in her cottage at La Porte, Pa.

Miss Fahnestock is at her home in Harrisburg, Pa.

Miss Jones, President Wright's private secretary, is taking a vacation this summer. Miss Blanche Cromartie is taking her place during her absence.

The Young Women's Christian Association has been continued during the summer. It has been under the leadership of Miss Bernie Allen,

a member of next year's Senior Class. President Wright led the services on the first Sunday evening. He made a strong talk on the divine in each human being. Some man from the faculty has led the services each evening. These talks have been inspiring and helpful to the students.

Dr. Rondthaler a Visitor

Dr. Howard Rondthaler, president of Salem College, early in the summer when in Greenville as the guest of the Salem Alumnae Association of Greenville and Pitt County, visited the Training School and made an address to the students at the morning assembly hour. His magnetic personality made a deep impression on the students. He gave three reasons why he was especially interested in the Training School, two of them personal and one professional. The professional reason was that he had read the catalogue of the school and had found the school was absolutely true to its catalogue, it was a school doing one specific thing, and claiming to do no other; that means strict honesty of purpose and fulfillment. One of the personal reasons was that he had met students from this school at the Y. W. C. A. Conference at Blue Ridge and had been impressed with the representation from the school. The other personal reason was that he had known the president of the school for years. After these opening personal remarks, Dr. Rondthaler passed swiftly on to some of the interesting things of the day and stressed the idea that the schools must hold fast to what is good.

Dr. Rondthaler comes from a school that has seen every war the nation has had. Salem was established in 1772. He said that he slipped out one night and tried to listen for the spirit of the place that had known seven times national war. "War," he said, "is abnormal. There are people who can look beyond and have faith to believe that out of war will come a greater peace." He asked the question, What are we to do? After all, he thinks, the thing for each one to do is to do better the thing he has been doing. This is a high type of patriotism. This school he praised because it is absolutely true to its distinctive task; others have become blurred and confused. "The whole knowing State admire this institution for its fidelity to its task."

Red Cross Work

The Junior Class (Class of '18) has sent a box of garments to the Red Cross Society. The box contained 48 pajamas, 24 hospital shirts, 24 bath robes, 60 pairs socks, and 24 pairs slippers. The box cost \$80. For this the class taxed themselves to the extent of \$50. The Class of '19 generously helped by contributing the money for the slippers, which cost \$6. At Commencement they had not secured the money for the socks. The

Class of '16 gave \$4.50 for these, and that went a long ways towards getting them. Members of the faculty as individuals gave the money for most of the robes.

In the sewing the class has many, many friends to thank. Those of the class who could sew well stood faithfully by the task until Commencement. As the work was not started until the second week in May there was not very much time. The Senior sewing-bee started the work, and from then the Red Cross sewing has been going on.

The members of the class who remained during the summer completed the pajamas and corrected garments, and helped direct the making of the robes. The summer students have had several sewing-bees, making many of the robes. Some members of the faculty and officers have been very kind. Mrs. Austin has given generous aid, and Mr. Wilson's mother, and his mother-in-law, Mrs. Mangum, have been veritable button-hole factories.

The work has been an inspiration to many, and a number of girls who caught the fever here are working in the Red Cross work at home.

Sixteen women of the faculty sent a box of bandages in the late spring. They met one evening a week for some time and rolled bandages.

Sewing Bee and Patriotic Rally May 14 was Junior-Senior Day at the Training School. In the afternoon from 4 to 6 o'clock the Juniors, Seniors, teachers, and officers of the school sewed, making garments for a box for the Red Cross Society. This was the first part of the entertainment which the Juniors gave in honor of the Seniors. In the evening from 8 to 10:30, a patriotic party was the second part. The afternoon was for work and the evening, reward for work done.

The annual reception given to the Seniors by the Juniors is one of the chief social events of the year. This year the Juniors felt that it was not in keeping with the spirit of the times to devote all the time and money to the social side. They decided to have simple refreshments and inexpensive decorations and put most of the money on supplies for the Red Cross, and have the Seniors and faculty assist them in preparing the box.

Some of the merchants were kind to them, letting them have material at low prices. Members of the faculty kindly helped them to plan the work and get it ready so that the work during the sewing-bee would count for a great deal. This part of the work would have been impossible without the direction and assistance of Miss Armstrong, teacher of Home Economics. Seventy-two garments were cut ready for the machine or for hand-sewing.

As the guests arrived there was no time lost. Each one drew for a working place. At each place was a Junior who had work ready at her

machine, and a few minutes after the guests arrived there were twenty-three groups of six each, all busily sewing.

There were instructors, girls keeping supplies and materials straight, and others who were ready to act as aids, attaching themselves to any group that needed assistance. The work was carefully organized, so that everybody had something to do.

Two rooms and the corridors on the first floor of the Administration building were used. These were decorated with flags, class pennants, and flowers. In the center of each table was a vase of red, white and blue flowers, corn flowers, poppies, and white roses. The corn flower is the Senior flower. The Juniors wore white middy suits. Every one present had a red cross pinned on the arm. The groups of workers made a charming picture.

At the end of the first hour's work recess was announced. All dropped work while iced tea was served. During the intermission toasts were proposed to President Wilson, to our soldier boys, and to the Red Cross Society; for the navy Miss Lula Ballance sang "Heave-Ho, My Lads," and the Juniors joined in the chorus.

When the 6 o'clock whistle blew many seemed to hate to leave their work and lingered on. Later smaller groups met and continued until all of the garments are completed.

PATRIOTIC RALLY PARTY

At 8 o'clock the crowd reassembled on the third floor. This time all were in light dresses ready for a good time socially. Girls dressed as nurses met the guests at the head of the steps, and led them to the receiving line. Here the class adviser, Miss Jenkins, introduced them to the line, Miss Thelma White, president of the Junior Class, President Wright, Mrs. Beckwith, the lady principal, and Mr. Meadows, the Senior Class adviser.

Girls dressed in Boy Scout suits then took charge of the guests and led them to either the army or navy recruiting tent where they enlisted, each one signing her name by a number. Somewhere there was a lucky number that meant a prize. The Seniors were conscripted and had to sign their names in a booklet. After the enlisting the guests were led across the hall and given seats. Uncle Sam and a drummer boy led in a procession of girls in costumes representing the Army, Navy, the Red Cross, France, John Bull, Belgium, Russia, Italy, and the figures of Justice, Democracy, Liberty, Humanity, etc. Juniors not in costume were grouped near the piano, and as those in costume marched around the room all sang patriotic songs. A Red Cross poem was read by Miss Luna Lassiter, and a Senior, Miss Ophelia O'Brian, responded by reading a poem.

The most interesting feature of the latter part of the evening was the distribution of the favors. The Seniors were asked to gather in a

group. Instead of calling the name of the Senior for whom one of the mysterious boxes was intended, the president of the Junior Class gave some bit of fun characterizing the Senior and made them guess who it was. The favors were thimbles.

The book which contained the names of the Seniors was presented to the Senior Class adviser by President Wright. He also presented the lucky-number prize to the winner, Miss Vermelle Worthington.

The last thing of the evening was a grand march in German style.

**Latin
Play**

The students of the Latin Department of the Training School, under the direction of Miss Waitt, teacher of Latin, gave an exceedingly interesting Latin play on Monday evening, May 21. The play, "A Roman Wedding," by Susan Payon, was arranged for four scenes—the introduction which gave a scene in Cicero's home, the Sponsalia, or the betrothal, the Nuptials, or the wedding ceremony, and the deduction, or the procession to the groom's house. It made the marriage customs of the Romans very clear and vivid to the audience. The lines were in Latin, and even though some could not follow the lines all could follow the events from the action and the expression.

**Address by
Hon. James
H. Pou**

Hon. James H. Pou delivered a great war address on the evening of July 16. This was Red Cross evening at the Training School. Miss Pattie Wooten, president of the Greenville Chapter of the Red Cross, and Mrs. Ficklen, secretary, and Mr. Austin, representative of the Pitt County Chapter, were on the rostrum. Director Wilson introduced the speaker. At the close of the evening Mr. Austin presented the cause of the Red Cross to the audience urging those who had not joined to join on that evening.

Mr. Pou gave a comprehensive review of the history of Germany during the last century, tracing tendencies and traits of the people, and showing how the present situation is a logical result of the series of events that have carried her farther and farther away from liberty. He drew a fine contrast between the French and the German people, proving that the growth and development of liberty in the one had a spiritual blossoming, and the crushing of liberty in the other had reached its climax in a mighty materialism. The address was rich in historical matter, in a logical development of causes and effects, and was excellent in its interpretation of national character and reactions.

A full report of the address will probably appear in the next issue of the QUARTERLY. It was too late for it to be published in full in this issue.

**Model School
Addition**

Work on the Model School will begin at once, so as to have it ready for the opening in the fall. Plans have been accepted and contracts let. A full story will be added.

Mr. W. C. Crosby, the Executive Secretary of Community Work, spoke on the evening of July 9, and again at assembly hour the next morning. He delighted the students with stories that were rich, rare, and racy. Each story, however, had a point that flashed on some problem in community service. Sometimes the story was sufficient to stand without application, and again it was aptly applied.

Hon. A. D. Ward of New Bern, one of the most prominent lawyers in eastern North Carolina made a talk to the students of the Training School on the evening of July 22. Director Wilson, in his introduction, said he wished the students to get the point of view of a man who had been a teacher, a farmer, and a lawyer—a three-fold view from such a man would have valuable suggestions and observations. Mr. Ward's talk was practical, informal, and was evidently from a rich life experience.

The Summer Term

Faculty

The members of the regular faculty that remained for the summer term are: Mr. C. W. Wilson, who is Director of the Summer Term; Messrs. Austin, Meadows, and Underwood; Misses Comfort, Lewis, Armstrong, Jenkins, Maupin, Herman, Sherman, McFadyen, and Morris. Following is the list of the teachers from other places who are members of the summer faculty:

W. R. Mills, superintendent of the Louisburg Graded Schools, has pedagogy. He was a member of the faculty last summer.

Mr. Hunter, who teaches History in the Atlanta School of Technology, is teaching History here. He is a native of Sampson County and a graduate of Trinity College. His first teaching was in this State.

Dr. E. W. Knight, the newly elected superintendent of Wake County, who was until recently professor of Education at Trinity College, taught History during the first month of the summer term.

Mr. Long, superintendent of Northampton County, is teaching History the second month of the term.

Mr. Hoy Taylor, superintendent of Greenville Public Schools, is teaching Mathematics.

Miss Eva Manor has charge of Public School Music. She is supervisor of Public School Music in the Durham City Schools.

Miss Fannie McPhail has charge of Primary Methods. She is supervisor of Consolidated Schools in Stevens County, Oklahoma. She has been specializing in Primary Education at Peabody College for Teachers during the past year.

Miss Maude Rogers has the special sixth and seventh grades at the Model School. Miss Rogers does special grade work in the Durham Schools. She was in the Model School faculty last summer.

Miss Nan Lacy, who is a regular teacher in the Raleigh schools, has the second grade in the Model School. Miss Morris, who usually has the second grade, is teaching the third grade during the summer.

Students

Up to the 9th of July, 334 students registered for the summer term. These are from 43 counties. They teach in 48 counties.

Teachers of one-teacher schools	58
Primary teachers	60
Teachers of Intermediate grades	25
Principals	8
Teachers in private schools	2
High School teachers	1

The remainder have not taught, but most of them are planning to teach this fall.

Number who have attended the Training School before, 102.

Number of High School graduates, 101.

Three young women who were members of the Senior Class, but who had not taken the complete work, returned this summer and expect to get their diplomas at the close of the summer term. These are:

Elizabeth Baker	Fairmont, Robeson County
Eunice Hoover	Old Trap, Union County
Eula Pappindick	Elizabeth City, Pasquotank County

The following students expect to complete the three terms of the one-year professional course and will get the certificate from the school:

Ruth Austin	Delia Smith
Bessie Barnhill	Mrs. Florence Thorne
Almira Godfrey	Alma Vickers
Alla Mae Jordan	Mary Willey

The following is the roll by counties:

Beaufort:

Ayre, Lee	Belhaven
Bennett, Sallie	Edward
Best, Carrie	Edward
Bishop, Phrocine	Belhaven
Bonner, Gaynelle	Bonnerton
Bright, Mattie H.	Washington
Brown, Mabel	Pinetown
Carawan, Lizzie	Belhaven
Carter, Estelle	Pungo
Clark, Anna B.	Washington
Collins, Velma	Belhaven
Credle, Leathia	Belhaven
Cutler, Olive	Washington
Edwards, Amanda	Blount's Creek
Elsworth, Mary Lillian	Washington
Ferrell, Beatrice	Edward
Gaskins, Louise	Aurora
Giles, Brownie	Washington
Gradeless, Viola	Belhaven
Gurganus, Eva	Belhaven
Hardy, May	Aurora
Harris, Mary Emma	Royal
Hodges, Annie L.	Washington
Price, Fannie	Aurora
Sawyer, Ruth	Belhaven
Spencer, Bettie	Washington
Swanner, Ava Belle	Washington
Ward, Clara	Washington
Warren, Lily Mae	Chocowinity

Beaufort—*Continued:*

Whitley, Goldie	Surry
Williams, Della	Washington
Winfield, Mattie	Panetgo
Woolard, Mrs. S. A.	Washington

Bertie:

Bazemore, Eva	Lewiston
Flythe, Jessie	Roxobel
Joyner, Dayloe	Aulander
Keeter, Fannie	Avoca
Lawrence, Sophia	Avoca
Miller, Hallie	Colerain
Phelps, Ferol E.	Windsor
Vaughan, Sallie	Ahoskie
White, Janie C.	Aulander

Bladen:

Caine, Ora Lee	White Oak
Edge, Flana	White Oak
McDuffie, Lula	Ruskin
Melvin, Ruby	Elizabethtown
Vickers, Alma	Ruskin

Brunswick:

Price, Esther	Southport
Tharp, Susie	Town Creek

Camden:

Mitchell, Bettie	Old Trap
Pugh, Janie	Old Trap
Tillitt, Arc	Belcross

Carteret:

Bell, Blanche	Morehead City
Hardesty, Maybelle	Harlowe
Stewart, Maude	Gloucester

Chowan:

Boyce, Beulah	Tyner
Foxwell, Mary A.	Edenton
Morris, Ada	Edenton

Columbus:

Nance, Lelabelle	Evergreen
Wells, Elizabeth	Acme

Craven:

Arthur, Amy	Askin
Bonner, Celia	Askin
Bonner, Ella W.	Askin
West, Etta	Dover

Cumberland:

Crumppler, Hoscic	Stedman
Geddie, Hettie V.	Fayetteville
Monroe, Alice	Manchester

Currituck:

Austin, Ruth	Corolla
Lewark, Odessa	Seagull
Gregory, Maude A.	Jarvisburg

Dare:

Creef, Mary	East Lake
Midyette, Evy	Manteo
Miller, Nannie	Buxton
Sanderlin, Jessie	East Lake
Twiford, Florence	Sycamore
Twiford, Gercia	Sycamore

Duplin:

Clifton, Ethel	Faison
Carr, Ollie Mae	Teachey
Dixon, Myrtle	Rose Hill
Goodson, Alvie	Mount Olive
Jones, Martha	Catherine Lake
Marshburn, Addie	Wallace
Outlaw, Stella	Seven Springs
Perrett, Mary	Faison
Sandlin, Jennie	Beulaville
Simmons, Dearie	Seven Springs
Smith, Johnnie	Albertson
Whitfield, Blanche	Mount Olive
Whitfield, Mabel	Mount Olive

Edgecombe:

Crisp, Cinnie	Pinetops
Moses, Ellen	Tarboro
Powell, Kate	Rocky Mount
Taylor, Enid	Bethel
Thorne, Mrs.	Pinetops
Whichard, Minnie	Butue

Franklin:

House, Nannie	Spring Hope
Harper, Lillian	Castalia
Lamm, Pattie	Mapleville
Ferry, Florence	Franklin
Sledge, Clara	Louisburg
Tharrington, Emma	Louisburg

Gates:

Hobbs, Abbie	Belvidere
Hollowell, Carrie	Hobbsville
Rountree, Ellie	Hobbsville
Russell, Sibyl	Hobbsville

Greene:

Brooks, Mayme	Snow Hill
Sugg, Callie	Kinston
Taylor, Mary	Snow Hill

Halifax:

Britt, Urma	Enfield
Boyce, Elizabeth	Littleton
Currie, Bessie	Enfield
Lowe, Ruby	Scotland Neck
Myrick, Annie	Littleton
Vick, Mary	Enfield
Willey, Mary	Enfield
Williams, Sallie J.	Airlie

Harnett:

Godwin, Meta	Dunn
--------------------	------

Hertford:

Cobb, Julia B.	Ahoskie
Sumner, Estelle	Aulander
Sumner, Ethel	Aulander
Watford, Eva	Winton

Hyde:

Bragg, Kathleen	Ocracoke
Cox, Blanche B.	Middletown
Lavender, Helen	Lake Landing
Mann, Edna	Edna
Murray, Blanche	Lake Landing
Williams, Pink	Scranton
Williams, Ruby	Swan Quarter
Williams, Viola	Swan Quarter

Johnston:

Bailey, Annie	Selma
Creech, Maggie	Benson
Etheridge, Ida	Kenly
Godwin, Lerma	Benson
Godwin, Bessie	Benson
Johnson, Cora	Benson
Moore, Cecil	Fair Oaks
Pope, Pearl	Kenly
Sanders, Sallie	Four Oaks
Turlington, Callie	Benson

Jones:

Hurst, Minnie	Maysville
Mattox, Beatrice	Maysville

Lee:

Jarrell, Edna	Jonesboro
Thomas, Katie	Jonesboro

Lenoir:

Carr, Ina Mae	Kinston
Cauley, Mary	Kinston
Croom, Rebecca	Kinston
Kennedy, Jessie	La Grange
Russell, Bessie Lee	La Grange
Sugg, Glenn	Kinston

Martin:

Ange, Eva Gladys	Jamesville
Davenport, Maggie	Hamilton
Hough, Nina	Everett's
Hines, Irma	Hamilton
Holliday, Ruth	Jamesville
Roberson, Annie	Parmelee
Robertson, Mary	Hamilton
Rogers, Olivia	Hamilton
Teel, Ray	Everett's

Nash:

Alford, Eleanor	Middlesex
Boone, Eugenia	Castalia
Daniel, Sarah	Middlesex
Lancaster, Maude	Castalia
Lewis, Leigh	Middlesex
Luper, Maggie	Sharpsburg
Morgan, Essie	Middlesex
White, Ollie	Middlesex

New Hanover:

Brown, Vila Lee	Wilmington
-----------------	------------

Northampton:

Brown, Emma J.	Rich Square
Britton, Mary L.	Seaboard
Britton, Elizabeth	Conway
Elliott, Lucy	Rich Square
Johnson, Mildred	Woodward
Nelson, Mary	Rich Square
Parker, Audrey	Seaboard

Onslow:

Basden, Eva	Richlands
Beasley, Eva	Snead's Ferry
Dixon, Ethel	Verona
Edens, Pearl	Holly Ridge
Everett, Millie	Holly Ridge
Hewitt, Lillie	Catherine Lake

Pamlico:

Bennette, Cassie	Arapahoe
Brinson, Minnie	Arapahoe
Brinson, Maude	Arapahoe
Cutler, Mamie	Alliance
Dawson, Joella	Bayboro
James, Lillie	Merritt
Miller, Belle	Maribel
Ensley, Beatrice	Arapahoe

Pasquotank:

Ives, Sarah	Okesko
Lister, Maude	Elizabeth City
Pappindick, Eula	Elizabeth City

Pender:

Fisher, Berta	Maple Hill
Johnson, Annie	Willard
King, Eva	Sloop Point
Sidbury, Edith	Scott's Hill
Walker, Lena	Burgaw
Wells, Callie	Willard

Perquimans:

Barclift, Lessie	Durant's Neck
Chappell, Luna	Belvidere
Godfrey, Almira	Hertford

Person:

Ashley, Eva	Roxboro
Brooks, Annie	Roxboro
Hall, Alma	Roxboro
Wilkerson, Mary	Roxboro

Pitt:

Allen, Bernie	Winterville
Andrews, Ruth	Bethel
Barnhill, Bessie	Greenville
Bryan, Annie	Greenville
Blow, Margaret	Greenville
Barwick, Ruth	Grifton
Carroll, Annie	Greenville
Cox, Blanche B.	Winterville
Cox, Carey	Winterville
Cox, Lena	Winterville
Caraway, Mrs. W. B.	Farmville
Edmonson, Clyde	Bethel
Exum, Geneva	Greenville
Exum, Novella	Greenville
Exum, Rosa	Greenville
Everett, Johnnie	Stokes
Forbes, Ernestine	Greenville
Forbes, Rubelle	Greenville
Fleming, Bettie Pearl	Greenville
Godley, Ethel	Grimesland
Greene, Estelle	Greenville
Harper, Clara Belle	Winterville
Harris, Lucy	Greenville
Jenkins, Leota	Greenville
Johnson, Dorothy	Winterville
Jones, Clara	Greenville
Kittrell, Annie	Grimesland
Kittrell, Olive	Grimesland
Lee, Maude	Greenville
Lister, Goldie	Greenville
Moore, Madeline	Bethel
Moye, Bessie Lee	Greenville
Munford, Katie	Greenville
Parker, Reid	Falkland
Pender, Nell	Greenville
Pollard, Madeline	House
Purser, W. H.	Vanceboro
Rountree, Louise	Greenville
Smith, Delia	Greenville
Smith, Ethel	Greenville
Taylor, Ruth	Greenville
Teel, Claudia	Greenville
Thomas, Edith	Stokes
Vincent, B. F.	Greenville
Whitehead, Minnie	Winterville
Wooten, Helen	Chicod
Worthington, Isabelle	Winterville

Robeson:

Baker, Elizabeth	.....	Fairmont
Blackwell, Lillian	.....	Lumberton
Bracey, Carolina	.....	Rowland
Bracey, Kate	.....	Rowland
Powell, Mattie	.....	Lumberton
Steele, Marjorie	.....	Lumberton

Sampson:

Daughtry, Eva	.....	Faison
Greene, Hettie	.....	Parkersburg
Hunter, Daisy	.....	Turkey
Lewis, Ruth	.....	Clinton
McLamb, Flossie	.....	Newton Grove

Tyrrell:

Jones, Hettie	Gum Neck
---------------	-------	----------

Vance:

Newton, Bessie Lee	Kittrell
--------------------	-------	----------

Wake:

Coley, Alice	.....	Raleigh
Dunn, Mary	.....	Raleigh
Jordan, Alla Mae	.....	McCullers

Warren:

Clark, Jimmie	.....	Inez
Robertson, Mabel	.....	Marmaduke

Washington:

Allen, Maude	.....	Plymouth
Barco, Ethel	.....	Roper
Barco, Lillie	.....	Roper
Bateman, Clara	.....	Plymouth
Davenport, Mary	.....	Plymouth
Minnie Hodges	.....	Mackey's
Norman, Stella	.....	Creswell
Spruill, Lula	.....	Creswell
Swindell, Alethia	.....	Creswell
Williams, Gladys	.....	Creswell
Woodley, Annie	.....	Creswell

Wayne:

Becton, Cora Lee	.....	Fremont
Grantham, Annie	.....	Bentonville
Jernigan, Callie	.....	Genoa
Jones, Elberta	.....	Mount Olive
McCullen, Georgia	.....	Mount Olive
Pipkin, Mary	.....	Goldsboro
Smith, Chloe	.....	Goldsboro
Suther, Anna	.....	Goldsboro
Suther, Evelyn	.....	Goldsboro
Taylor, Sallie	.....	Mount Olive
Taylor, Stella	.....	Mount Olive

FROM VIRGINIA

Mills, Katherine	.....	Rocky Mount
Windley, May	.....	Portsmouth

The students who entered after July 9 are as follows:

Batts, Nannie	.....	Macclesfield, Edgecombe County
Bowling, Nannie	.....	Greenville, Pitt County
Bowers, Martha	.....	Littleton, Halifax County
Bulluck, M. Georgia	.....	Battleboro, Edgecombe County
Council, Helen	.....	Hamilton, Martin County
Darden, E. Jeannette	.....	Hertford, Perquimans County
Eason, Nina Belle	.....	Tyner, Chowan County
Edwards, J. H.	.....	Mount Olive, Wayne County
Futrell, Bessie	.....	Rich Square, Northampton County
Gaynor, Eva	.....	Farmville, Pitt County
Harrell, Lillie M.	.....	Colerain, Bertie County
Jackson, Sallie	.....	Greenville, Pitt County
Jones, Valeria	.....	Eureka, Wayne County
Kirman, Cora V.	.....	Marshallburg, Carteret County
Matthews, Mamie L.	.....	Littleton, Halifax County
McCallum, Eva	.....	Rowland, Robeson County
White, Mary M.	.....	Colerain, Bertie County
Williams, Bettie	.....	Ahoskie, Bertie County

These bring the number for the summer to 352.

Higgs-Taft Furniture Co.

PHONE 79

We are Headquarters for High Grade and Medium Price Furniture. We furnish the Home Complete on easy payments. You name the price, we make the terms

BEFORE BUYING SEE US

HIGGS-TAFT FURNITURE CO.

701 DICKERSON AVENUE

CASH OR CREDIT

GREENVILLE, N. C.

J. R. & J. G. MOYE

You are cordially invited to visit our store, where you will find a well selected and up-to-date line of Dress Goods, Trimmings, Silks, Notions, Hosiery, Gloves, Coat Suits, Coats, Shoes, Oxfords and Toilet Articles. Your patronage will be appreciated

J. R. & J. G. MOYE

